PERSONAL

Ted Wragg

This is the last of my back page personal columns, as I have now come to the end of my four year stint, so I thought I would look both backwards and forwards at these troubled times for education.

There is no doubt at all in my mind that the morale of teachers has fallen drastically since 1980. Indeed, a significant part of my motivation every second Friday has been to cheer up, however slightly, a profession that is under the cosh, and subject to abuse that is largely undeserved.

On the same day this week I went to a meeting at which a leading businessman stood up and said that teachers were anti-industry, unwilling to prepare pupils for the world of work, and read an article by a Marxist critic which accused teachers of merely producing obedient factory fodder for our capitalist society. As that piece of graffiti put it: I used to suffer from schizophrenia, but now both of us are cured.

While major HMI reports continue to say that most teachers and most pupils in most schools work hard, the education correspondents of some national and local newspapers have the greatest difficulty persuading their editors to print anything which hints of good news about education. One newly appointed education specialist of a well-known, high selling national newspaper was told on the first day not to waste time writing favourable stories about comprehensive schools. These would not be published as it was the newspaper's policy to be critical of such schools. Small wonder that the popular image of comprehensive schools is of riots, indiscipline and low standards, yet the HMI secondary school survey reported that only 25 schools out of nearly 400 in the sample were thought to have serious discipline problems.

The morale of teachers has not been helped by the hostile pronouncements of a succession of junior and senior ministers in education, some of whom knew as much about education as the average flea. The one significant, if temporary, lift to morale from a politician came when Sir Keith Joseph publicly recognized the difficulties faced by teachers in his North of England speech last January.

Nor did it help when Miss Piggy herself described education as a disaster, the evidence for this not being stated. One thing that has incensed me during the last four years has been Miss Piggy's behaviour being likened to that of a headmistress. If the average headmistress ran her school as autocratically as Miss Piggy runs the Government, put down her colleagues publicly, was prone to outbursts of petulance, and ruled by fear, she would find staff, pupils and parents petitioning County Hall.

Most headmistresses I know are infinitely more skilful and thoughtful in their relationships with their colleagues, and could teach politicians a thing or two about managing scarce resources and keeping up the morale of an ageing and beleaguered workforce.

Indeed, despite the depressing atmosphere which has deadened so much potential enterprise in schools over the past four years, there has been much to cheer about. Not the least has been the immense skill shown by some of our most senior people in education: HMI fighting off Government interference and preserving their right to comment fearlessly on teaching quality as well as on the desperate shortages in many schools, and chief education officers and their associates, heads, deputies and other people in positions of leadership running the service against the odds.

I remember talking to James, or rather "Joe" Stone as he was affectionately called, before he retired as masterly CEO of Nottinghamshire. Being a CEO reminded me of the labours of Hercules which I was at that time reading to my son each night, I mused. As soon as one problem was solved another requiring super human strength presented itself. What was worse, I continued, a CEO had to manage without the help of Zeus, and presumably was always having to resort to the sort of solution Hercules devised when told to clean out years of accumulated dung in the Augean stables: bash a hole in each end and divert a river through them. Joe thought for a moment and then a look of resignation flitted across his face. "I'd never get planning permission", he observed.

Perhaps the next few years will bring better things. There is now much speculation about the future of Sir Monty Python in the supposed autumn reshuffle. Indeed, one newspaper has suggested that Mrs Linda Chalker will take over, an idea based, I suspect, on the reassuring attraction of her surname to those politicians who favour didactic teaching styles.

In the end I shall not be surprised if Sir Monty carries on a year or two longer. If only he could resist the temptation to interfere censoriously in the ESRC, the Open University and controversial issues in the curriculum, and would make more speeches supporting the efforts of teachers, he would go down as one of the better ministers. Then in a couple of years' time, whereas most people hope to move to the patrician class with some appropriate title, perhaps he could be promoted into the proletariat and given a life commonership with the title "Alf Ramsbottom of Hunsler".

Finally, for those who wonder about future developments in Swineshire I can tell you that they intend to set up a surrogate parent service for any education committee short of knuckleheads. Have a good summer.

DIARY

How the HMIs opened the stable door for the pantomime horse

Eric Bolton . . . second thoughts on Haringey

Now the holidays have arrived at last, I am signing off with a report on Her Majesty's Inspectorate in general and on Mr Eric Bolton, the Queen's Senior Chief Inspector of Schools in particular. That title, at any rate, was the one Miss Browne, his predecessor, preferred; she took extremely seriously both the royal relationship and her formal independence from the Secretary of State. More important, she was a stickler for "getting things right". Reports would be endlessly mulled over until she was satisfied they were fair, objective and intellectually defensible.

Mr Bolton's report on Haringey schools is one which demanded rather more of Miss Browne's midnight oil than it seems to have received. It shuffles between being a report on four comprehensives and ten primaries, almost all in Tottenham and Wood Green, which the HMIs visited (they eschewed the lush Highgate highlands) and the whole of the borough of Haringey.

On examinations, it is the whole borough which is slated. In para 31 of the report, its O level results are compared unfavourably with national averages. We are then told in a footnote that the figures are not comparable.

The report goes on: "Taking account of socio-economic factors, examination results were below the levels that might be expected". We are told in another footnote that this statement is based on DES Statistical Bulletin 16/83 – the only attempt that has been made so far to judge the examination results of a local education authority against the social and economic disadvantages it has to face; we are not informed, however, that in this survey, Haringey's exam results came out *less than 2 per cent* below its prescribed norms – a statistically insignificant difference. Richmond and Waltham Forest, for what it's worth, came out far worse.

Not that I think DES Statistical survey 16/83 was worth very much. But it is on these insignificant percentage points that Haringey's exam results are stigmatized. The HMIs then proceed to their conclusion in para 66 – widely quoted in the press and on television: "External examination results were poor by national standards, even allowing for the many difficulties facing schools in an area like Haringey". On the DES's own evidence, this statement is not true.

Too bad. The statistical stage had already been set to present the report to the media. The two messages were, first that there is only a minimal relationship between public spending and educational standards, (Haringey is a "high-spending" authority) and, secondly, that state schools in our cities are providing a shoddy product.

I'm not saying that Mr Bolton constructed his report to propagate this myth – simply that if he had wished to do so, he wouldn't have constructed it very differently. The leading article in *The Times* last week, "Taught to Fail", which seemed to bear the hand of Ronald Butt out of Stuart Sexton, carried both messages *ad nauseam*. The meat of the evidence for these two conclusions lay in the wholly misleading way in which the exam results were presented.

I am happy to report that Eric Bolton and Sir Keith have now had second thoughts. Before the report was published, Haringey officials were given the opportunity of seeing it at the DES – without, of course, being allowed to take it away for proper study. Doubts were raised then about the fairness of the strictures on exam performance and I understand that at a later meeting, when Sir Keith asked if anything could be done about the exam figures, Bolton told him that it the report had already been printed.

Stuart Sexton

was too late as the report had already been printed.

So instead, Eric Bolton has written an extensive apology to Haringey containing the following sentiments: "*I hope we are not going to get hung up on statistics*". "*True comparisons are impossible*". "*If we put our minds to it, we may also be able to steer public discussions from unproductive concentration on statistics, which never tell the whole story*". Sentiments which I have always echoed wholeheartedly. But it remains a very belated attempt to shut the stable door after the pantomime horse of Butt and Sexton has already bolted.

One set of statistics the Inspectors did not publish . . . Gladesmore, one of the schools inspected, has 1,440 pupils. Of these, 400 are UK European, 518 West Indian, 170 Asian, 143 Greek Cypriot, 114 Turkish Cypriot, 41 African and 31 of various other European national origin. It is a reality to be borne in mind, when a school is being officially castigated for "failing" a Eurocentric examination conducted in the English language.

There were other nagging worries about the qualifications of the HMIs to inspect Haringey. One of the team, who lives in a pleasant shire, was heard to remark during the inspection that the HMIs were conducting a raffle. "The first prize was one week in Haringey; the second prize, two weeks in Haringey".

Now I shouldn't complain; I'm always bemoaning the inability of others, in particular Lady Cox and members of the Militant Tendency, to take a joke. But in Haringey, the joke did not exactly increase confidence that the report would be written with a full understanding of local problems.

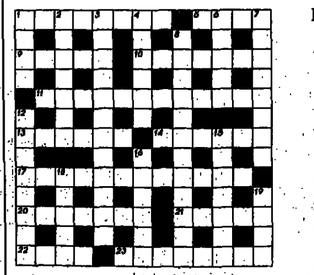
This is not to assert in any way that the HMI report is worthless. It tells many home truths. Clearly there are appalling problems in Haringey schools and they should not be brushed under the carpet. There had been complaints for some time that black youngsters in Haringey were getting a raw deal; this was one of the pressures that led to the HMIs coming in. One of the most worrying HMI revelations was substantial *teacher* absenteeism. The response of the local teacher unions – blaming the l.e.a. for "interference" – has been depressingly negative.

But the Secretary of State also has responsibilities. The current HMI investigations into deprived urban areas started in ILEA, have passed through Haringey and are now focusing on Sheffield. When they are complete, one might expect Sir Keith and Mr Bolton to "do" something. In his evidence to the Select Committee last week Mr B said "it wasn't immediately obvious what to do". Sir K suggested "teacher swops" but "did not expect any action for some time".

Sir Keith was less than frank. The Government did take action this week. They introduced strict, legal controls by "ratecapping" – over the amount of money that ILEA, Haringey and Sheffield can spend on education in future. It is a curious way of boosting teacher morale and educational standards.

Christopher Price

CROSSWORD No 162 by Rufus



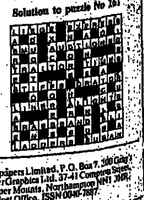
Across

1 Used to be in a job (8)
5 A case for a sempstress (4)
9 A backwater that's far from sleepy (5)
10 They enjoy rows with friends and rivals (7)
11 Open anger – by gum! (12)
13 Exact payment for something on another's account (6)
14 Bluff king and his successor brought to a temporary stop (6)
17 Onslaughts by Cupid, perhaps, could be fatal (5,7)
20 Mean to declare a woman's secret (7)
21 Victor loses his head in the ball ring (5)
22 Completes parts of a game of bowls (4)
23 Supports and awaits instructions (6,2)

Down

1 Applied cosmetics from Holland? (4)
2 It was plain to early American settlers (7)
3 The case for a two-day visit? (9,3)
4 Alien apparently out of hearing (6)
6 Famous Athenian doctor in the money (5)
7 Information to end union trouble (8)
8 Announcement from the Roman Capitol (12)
12 Transaction which is without credit (4,4)
15 Proceeds in an instigating direction (7)
16 Way in which Spenser folk live (6)
18 In time chaps improve (5)
19 In vicar was always ready to accept a sovereign (4)

Solution to puzzle No 161



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Cash bait may split l.e.a.s. opposing NAFE takeover

by Mark Jackson

Manpower Services Commission chiefs are thinking of offering extra money to councils willing to desert the local authority front against the Government's move to take control of a key part of college funding. The money would come from funds taken away from neighbouring authorities.

This is seen as a last resort if the local authorities maintain their refusal to cooperate in the arrangements under which they will have to draw part of the money for work-related non-advanced further education through the MSC instead of getting it in their rate support grant.

Ministers and Mr David Young, the Commission's chairman, are waiting to see whether the authorities' resistance will weaken now that their treasurers have received details of how much money is being deducted from their grant next year (1985/6). The figures were sent to them last week and the deductions – set out under the heading "NAFE adjustment" ranged, in the case of the counties, from £720,000 for the Isle of Wight to £2,124,000 for Hampshire (see page 8).

Meanwhile, Mr Young has denied that the Commission has any intention of trying to take a share in the control of the whole of non-advanced further education. Suspicions that this is the Commission's aim have been triggered by Mr Young's offer to the Association of County Councils of a deal under which he would give back to each authority the money deducted from its grant in return for allowing the MSC to become involved in all its work-related NAFE.

News of the proposal, reported by *The TES* after it had been angrily rejected by the association, stiffened resistance to the Government's plans at the Council of Local Education Authorities' conference a fortnight ago, and the conference reaffirmed its united opposition to them.

On Friday, Mr Young claimed that the idea of such a deal came from the ACC itself. "I was taking up a proposal that the ACC made to us. I referred the proposal back to them suggesting we should see how it worked for a year."

Mr Young said he wrote putting his terms to Mr Philip Merridale, the ACC's education chairman, after a meeting between Mr Gordon Cunningham, the association's education secretary, and Mr Roger Dawe, head of the MSC's training division, had worked out the details. Mr Merridale had replied saying it was acceptable.

Mr Young said he had only just seen a letter which had been written by Mr Cunningham to chief education officers, saying that the offer had been rejected and drawing attention to the proposal involving the MSC in all work-related NAFE planning.

The TES report (which was based on the letter) was unhelpful, Mr Young said. "There is no way in which we have ambitions on all of NAFE." he claimed.

But the ACC says that there are crucial differences between their proposal and the terms which Mr Young offered.

The requirement for the authorities to obtain MSC approval for all projects to be funded from the MSC-channelled money would put the Commission's officials in a much stronger position in discussions over the rest of the colleges' work, although the ACC might have been reluctantly prepared to accept this.

Famous five: a team of Aberdeen teenagers beat 150 other groups from throughout the United Kingdom to win the title "Youth Trainees of the Year" in the final of the competition held last week in London. The five – (from the left) Yvonne Anderson, Steven Matthew, Neil Thomson, Kathryn Cameron and Anita Bruce – have won a trip to the United States. The trainees were on a scheme managed by Scota, the Scottish Offshore Training Association. They were placed with four oil companies and did off-the-job training at Aberdeen College of Commerce. In the final they had to make a presentation on setting up an oil company.

You think you've got problems . . .

by John O'Leary

The teachers' unions might not admit it to the arbitration panel, but it seems their members' financial plight pales into insignificance compared with that facing teachers elsewhere in the Commonwealth.

Ministers meeting in Cyprus last week found there was widespread reluctance on the part of graduates to go into teaching because of low pay, poor conditions and better opportunities elsewhere. Governments had allowed teachers' salaries to be eroded by inflation.

Professor Peter Williams, the new head of the Commonwealth Secretariat's education programme, claimed that this, more than any other process, had enabled governments to "get by".

"In the most traumatic situations teachers fail to get paid at all for several months in succession: and their pay is in currency debased by the amount of inflation," wrote Professor Williams.

Commonwealth Conference page 11.

Mixed groups put girls off technology

by Hilary Wilce

Workshop experience in mixed groups can put girls off technology and technological careers, according to experimental work done in Coventry.

When pupils from Sidney Stringer School took part in a technology project, working in a local training workshop, the girls in the mixed group showed a much lower interest in the subject afterwards than did either the girls who had not attended the workshop, or the girls who had been taught in the single-sex group.

The girls in the mixed group became dispirited and inhibited when working with boys, who tended to have greater prior knowledge and skills, and often switched off, while the girls in the single-sex group appeared to progress more confidently, learning new skills at their own rate and gaining a greater sense of achievement.

Yet the workshop instructors much preferred mixed teaching groups. One instructor, asked to take the girls-only group, found it difficult to get work out of them.

"Right from Monday morning, the girls were fidgety and wanted to move around," he said. "They didn't like this and they didn't like that . . . I'd plump for mixed groups, you get the help between boys and girls. The girls pick things up."

The researcher, Ms Val Millman, of Coventry's DES 14–16 Special Project team, noted that the environment of the workshop, which caters mainly for unemployed adults, appeared to have a great impact on all the pupils.

Boys had welcomed the chance to put on overalls, get their hands dirty and become part of the male adult world. But girls found themselves caught between the skills and activities demanded by the course, and the adult female qualities they felt obliged to show in this older world.

" 'You've got to be prepared to get your hands dirty in this type of work, young lady!' contains a contradiction of which many instructors are totally unaware, and which they continually reinforce," Ms Millman points out in a booklet outlining the project.

"A male instructor who has female pin-ups in his office, who entertains his male pupils with sexist jokes and generally fails to take his female pupils' interests seriously should not be surprised to find that girls would prefer to spend their time following a different course."

Ms Millman suggests that in workshop teaching there should never be fewer than two girls to a group, and that instructors need to find ways of ensuring the boys in a group do not impede the girls' progress.

One observation from the project – that girls appear more interested in the social element of projects than boys, but far less interested in technological careers – underlines work done by the Girls and Technology Education project (GATE), at Chelsea College, London University.

Teaching Technology to Girls by Val Millman. Available from Elm Bank Teachers' Centre, Mile Lane, Coventry CV1 2LQ. Price £1 plus 60p postage.

Judge to rule on PAT rights case

by Richard Garner

A High Court judge will rule in the autumn whether teachers' leaders must allow the 26,000-strong Professional Association of Teachers the right to sit on the key sub-committees of the pay negotiating body.

PAT was given a seat on the main teachers' panel of the Burnham Committee, which negotiates pay, by Mr Mark Carlisle, then Conservative Education Secretary, three years ago.

However, the teachers' panel, which has an inbuilt majority for the National Union of Teachers, has refused to recognize it on the committee's two main sub-committees, the one dealing with the crucial salary re-structuring talks and one compiling background information on pay.

Now PAT has received leave to apply for a Writ of Mandamus, in the High Court, which requires the Burnham Committee to reach a decision over whether it should be represented on the sub-committees and asking the judge to rule that it should be given a seat as a right on all sub-committees of Burnham.

PAT believes that, as the Burnham Committee is a legally constituted body sanctioned by Act of Parliament, the decision of the Education Secretary to recognise it means it should be given equal status to all the other bodies.

THIS WEEK

COMMENT 2
PRIMARY 6
SCHOOL TO WORK 9
NOTICEBOARD 9
OVERSEAS NEWS 9
LETTERS 11,12
TALKBACK 12,13
SUMMER DIARY AND CROSSWORD 16
CLASSIFIED 26–40

Peace file

Nicky Wood examines Lady Olga Maitland's "dossier" on peace studies. 3

L.e.a. backlash

How the rate-capped authorities can fight back. 8

Bowing out

David Lister talks to Professor Richard Hoggart who retires next month. 10

Platform

Three Sheffield University lecturers question the true relationship between education spending and results. 4

Once a teacher

Mary Whitehouse looks back on her classroom career. 14

Cyclo-style

Birmingham's wheeled adventure park for inner city kids (picture). 15

Arts/Books

Katya Watter on the under-appreciated historical strength of Georgette Heyer; Lynne Truss on Channel 4's *Playing Shakespeare*; Anne FitzGerald at the European Children's Drama Festival in Switzerland; John James on the theatre; Michael Clarke on children's art at the Tate; Tom Corfe on local history; Literary competition; Children's literature. 17–23
Office practice textbooks. 17–23

Resources/Media

Bill Hicks on "The Traveller's Dream", part of Whitechapel Art Gallery's artists in schools scheme; Victoria Neumark on the British Museum's "Ancient Olympic Games"; and Jan Cumming on the launch of a modern technology bus; plus reviews of Channel 4/E *Trak Trix, A Full Life* and Sebastian Coe: Born to Run 24-25

TIMES PAST — THE TIMES

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Forty years on . . .

It is just 40 years this week since the 1944 Education Act received the Royal Assent. Though amended and augmented by 20 Education Acts in the meantime, it remains the "master" Act which governs the education system, defines the powers of the Secretary of State and the local education authorities and sets out the parameters of educational development in England and Wales.

Anything in these islands which is 40 years old is likely to be either revered or vilified simply for being old enough to become a tradition or, alternatively, worn out. The 1944 Act came to be regarded as a corner stone of the Welfare State in the quarter of a century which followed the end of the second World War – a welfare state which is now under attack from influential Conservative critics. It provided a legal framework for the reconstruction of the education system – primary, secondary and further – which was informed by a generous spirit which the new Right now holds to be wet and wimpish. The abolition of the narrow, class-based, concept of elementary education, and the definition of secondary education as a temporal stage of schooling open to all, opened up the possibility of wider opportunity for many. The abolition of fees in maintained secondary schools, and the provision for the payment of maintenance grants to students in post-secondary education, was intended to provide the basis for an education system in which access was not dependent upon parental income or family influence.

In practice, of course, these aims have not been achieved. This same education system has continued to reflect inequalities and social differences in the community at large. In the conditions created by the 1944 Education Act there was a large expansion, notably at the secondary level and in higher education. But this expansion failed to increase the proportion of working class children among those succeeding in the education business; rather the reverse.

The 1944 Act itself gave no definition of the content of secondary education. The initial assumptions favoured a bipartite or tripartite system, but the Act also permitted the creation of comprehensive schools. The absence of prescription permitted change to take place piecemeal; it also inhibited the implementation of Labour's comprehensive policies, occasioning eventually the 1976 Act and its repeal in 1979. Because the Act was flexible, the policy could be brought in by persuasion but 20 years after Anthony Crosland's Circular 10/65, there are still pockets of English education which remain unreorganized. Had the comprehensive issue been settled by legislation in the mid-1960s, there might have been a willingness to consider seriously the curriculum as well as the organization of the comprehensive school, and the present curriculum debate might have been brought forward 20 years. On the other hand – and perhaps more likely – it might all have got bogged down in the parliamentary process, and, given the propensity of successive governments to repeal the acts of their predecessors, the secondary schools might have had an even worse time of it than they have actually had.

Do we need a new master Act now? The answer must surely be: only if there is a major shift in public education policy which cannot be undertaken within the framework of the present Act. A new Act would only make sense if there were a new set of priorities, demanding new legal powers, and the political and economic determination which would make legislative action the necessary outcome, not the starting point, of policy.

It is not difficult to pinpoint the issues which might be thought to require legal review if there were impetus behind a new movement for reform.

Relations between local and central government: the legal provisions which distribute power between the l.e.a.s and the Department of Education and Science will certainly need to be reviewed if the present shambles of local government finance breaks down. This is not the same as saying that the DES must be given absolute power to boss the l.e.a.s around. It does suggest a financial arrangement for education, outside the Rate Support Grant, and this would certainly entail redefining the power balance. The enforcement provisions of the 1944 Act have proved ineffective.

Pre-school: the present legal position is tolerable only because there is very little new pre-school provision coming into use. A government which tried to integrate all forms of pre-school activity (including nursery schools and classes) into a comprehensive service for families with young children, would certainly need to clarify the law and lay well-defined legal duties on local authorities. But, here again, such legislation pre-supposes, first, a policy and second, a financial commitment. No government is going to legislate unless it believes it can afford to satisfy the demand which legislation would create.

16 to 19 tertiary: it is becoming quite obvious that some sort of coherent over-arching policy is needed for all the competing schemes in school, FE college, YTS, employment and unemployment, for the 16 to 19s and that this would cut across the separate bailiwicks of education, the Manpower Services Commission, and the Department of Health and Social Security. It would take in industrial training as well as education; educational maintenance allowances as well as allowances paid by the MSC and the DHSS. It would try for a third time to do what H A L Fisher failed to do with his day continuation colleges and R A Butler with his county colleges – and not in the context of education alone, but across the whole spectrum of activities undertaken by those age-groups. In this matter, too, the costs are great, but many of them are already incurred on a piecemeal basis: what is missing in the conceptual framework which would have to underlie new legislation.

Religious Settlement: Finally, there are the questions about the 1944 religious settlement which are posed by the ethnic diversity of modern Britain. The 1944 Act's most obvious achievement was the burying of the religious hatchet. It was Butler's patient horse-trading with the Roman Catholics and the Anglicans on church school matters which cleared the way for the other far-reaching developments. It is doubtful if any serious politicians will mount an early frontal attack on the legal basis of the voluntary schools and the privileges they enjoy notwithstanding the undoubted difficulties which have been experienced, particularly in the cities, in the face of falling rolls. What might challenge this profound political instinct not to stir up the denominational hornet's nest, could be the possible use of the present legislation to generate Muslim voluntary schools and schools for other "new" religious groups.

As things now stand, even though the objections to religious separatism are obvious and the Northern Ireland analogies arouse strong feelings, it is difficult to see how new voluntary schools could be refused Muslim fundamentalists without appearing to adopt race-related double standards. The only way to counter such an accusation while at the same time resisting the fragmentation of the system on ethnic lines, would be to look again at the whole religious settlement. But even then it would be a great mistake to underestimate the strength of the traditions on which the voluntary schools draw and the virtues of the pluralism for which they stand.

There is, of course, another more radical case for a new Act, arising not from a new definition of the legal relationship between the central government and the l.e.a.s, but from the need to enshrine in an Act, for the first time, legally enforceable rights for parents and citizens. This would involve a breach with the legal tradition on which the 1870, 1902, 1918 and 1944 Acts were based. The civil servants and local government officers would hate it. So, too, would the teachers. But it would represent the logical development of current ideas about parental rights: without some legal muscle, there is precious little to the rhetoric.

Second opinion

Sir Keith's thumbs down for youth

The Thompson report on the youth service appeared some 20 months ago in conditions of reducing resources and narrowing ideas about the purposes of adolescent education. It offered young workers a little extra leverage on policy-making by reasserting their traditional commitment to young people's overall personal development and insisting that political education should have a place within this.

However, in the present political climate it also offered some reasonable hostages to fortune. For example, it pinned enormous faith on improved cost effectiveness, to be achieved mainly through tougher "top-down" management. And despite passing decimals, it left the impression that no sources, far from being a problem, were at an estimated £1,000m a year, actually quite plentiful.

The price of thus conniving with Government assumptions in order to produce a "realistic" document is now having to be paid – and in full. Last month, Sir Keith Joseph's belated response to the report uncompromisingly turned it to his own doctrinaire ends. He rejected its call for a stronger legislative base for the youth service even though the few vague phrases in the 1944 Act on which it still relies will, in the age of the rate-cap and to-the-death competition among the state services, leave it wholly exposed. The national youth advisory council which he agreed to establish is to be small and "experimental", as yet has no terms of reference or resources, and thus smacks of cynical tokenism. Even the money made available for "innovatory" training for part-timers and volunteers seems tainted when set alongside his rejection ("on financial grounds") of Thompson's recommendation of mandatory grants for full-time youth work students, some 30 per cent of whom cannot afford to take up course places.

The naivety of the Thompson strategy of appeasing rather than boldly confronting dominant government assumptions has thus now been painfully exposed. Instead of a youth service funded at a high level for which the report called, we have Sir Keith, in a draft circular, advising l.e.a.s "to appraise carefully their funding of the statutory youth service relative to other claims on their total expenditure" and thereby all but inviting them to reduce that funding still further. L.e.a.s' attention is drawn to an earlier circular (6/82) which in effect encouraged them to deliver up their youth service to the Youth Training Scheme.

Sir Keith's message is therefore unambiguous. In so far as "youth work" is now to get state sponsorship, the MSC will, as in so many other educational spheres, be the chosen route for providing this. The education-based youth service for which Sir Keith is responsible, rooted as it is in now discredited ideas about social education and person-centred practice, can expect less and less backing from the government.

Even at its most buoyant, the youth service has hardly been a major force for young people's liberation. None the less, it has often taken them as it has found them and treated their account of the world seriously. It has tried to accentuate their potential rather than their defects, assumed that their critical reactions to their experience may be legitimate, even healthy, and allowed that fun might actually be okay. Sir Keith's sterile pronouncements again demonstrate that, as the MSC takes its rapid employer-led march to a grey dominance, no defence of such basic educational principles can be expected from the DES.

Bernard Davies

Bernard Davies is a senior lecturer in applied social studies at Warwick.

COMMENT

Taking to the boats

HM Inspectorate's new report on slow learners and less successful pupils in secondary schools (*TES*, July 27) should be a helpful one for schools that want to rethink their practice with pupils with either general or specific learning difficulties.

Overall, it shows a rather depressing picture. Many of the schools visited seemed to have no systems for making sure that pupils were making progress in learning, or, if they obviously were not, what their particular difficulties were.

Marking and records and reports were so imprecise that they were no help to anyone – teachers, pupils, or parents. Pastoral systems were concerned with crisis management, not with making sure that reasonably well-behaved, but academically unsuccessful, pupils were getting the help they deserved.

Their report suggests that organizational solutions – setting, withdrawal and so on – are less important than getting staff together to establish what they are trying to teach, what individual pupils' particular difficulties are, and which teaching methods and materials are most likely to help them.

HM Inspectorate wants more schools to follow the example of those who have brought remedial teaching out of the ghetto (often a very dreary ghetto with drab accommodation and an impoverished curriculum) and used remedial teachers as advisers to subject departments, helping to devise teaching strategies and suitable resources for slow learners.

Moreover, the Inspectors suggest that the best work of all, sometimes producing "spectacular" results, comes when keen teachers get together and – to use an unfashionable 1960s' phrase – do their own thing, inventing courses based on the teachers' individual skills which allow students to talk, think, makes choices, follow their interests, and take responsibility. The inspectors become quite lyrical about a boat-building course in one school.

At this point one begins to wonder about the needs of the rest of the pupils – the 70, or 60, or 50 per cent in most schools who have what the report describes as "the ability to memorize large amounts of material even if they haven't understood it", and therefore "succeed" at school.

Happily, the difficulties of the "bottom 40 per cent" are now getting much more exposure than they were in 1980-82, when the Inspectors did this survey. And it's possible to argue that some ingredients of the new initiatives, particularly the emphasis on specific criteria, could encourage all teachers to analyse their teaching and methods in the way that the report suggests bring the best results.

But given the confusion of the messages coming from the top – pro-tect O-level standards, bring in more practical work, change your teaching methods, continue to get as many pupils as possible through traditional content-loaded syllabuses – it's more likely that the new criteria will lead to even more teaching to the tests, and make it even more difficult for boat-building teachers to cash in on their own enthusiasms.

ooo no comment

"The calculation for each authority is as follows: Weight = A × (B) 0.1 (0.1 is above the line) where A = the amount in cash by which the estimated expenditure of an authority exceeds its current expenditure guideline, and B = the percentage which A bears to the authority's current expenditure guideline. B is raised by the power (0.1) to achieve a graduation of the penalties."

From the Scottish Office note outlining last week's £90m RSG clawback.

NEWS

Timothy Evans stands before the monument in Horse Guards Parade that honours the Guards officers killed in the Great War. "I am interested in the regiments that defend the peace," he says.

Ex-pupil alleges political bias at his old school

by Nick Wood

Pimlico School, the showpiece London comprehensive with 1,500 pupils, figures prominently in a dossier alleging political bias in schools which has been handed to Sir Keith Joseph, the Education Secretary.

A copy of the dossier, drawn up by Lady Olga Maitland, chairman of Women and Families for Defence, has been passed to *The TES*.

Much of the evidence is sketchy and anecdotal, necessarily so, says Lady Maitland, because children and parents are afraid to speak out publicly for fear of damaging their prospects at school.

Few of the 13 case histories summarized in the dossier contain sufficient detail for a ready check on their authenticity, a task that Sir Keith has passed to his officials.

Pimlico is the exception, largely because Mr Timothy Evans, aged 19, who left the school this summer after seven years as a pupil, has given a detailed account of how staff bring their own political views into the classroom leading to a left-wing bias in the school.

This week he spoke to *The TES*, spelling out the message he has already given Sir Keith at a private meeting.

Mr Evans has just taken A levels in art, modern history and government and politics. He hopes to read politics at Newcastle University, and since the age of 16 he has been a member of the Putney Young Conservatives.

His classmates, who seem as responsible as the staff for many of the incidents which he complains of, elected him chairman of the school council last year.

He said that political indoctrination at Pimlico took two forms – a covert "cultural indoctrination" that manifested itself through teachers encouraging pupils to think of demonstrations against nuclear weapons as good things and spending cuts as bad things for instance, and more overt propaganda in class or school assemblies.

He gave examples of what he meant.

● "Teachers are people you look up to and if your teacher says he's going on a CND demonstration, you'd probably follow him. The message you get is CND equals peace.

"All over the school there would be CND stickers and notices and there used by the kids."

● In October 1982, a visiting theatre group put on a play for first and second formers about a group of British schoolchildren visiting Moscow.

Mr Evans said the cost painted the picture of the children having a wonderful time in a happy and contented society.

The audience enthusiastically stamped their feet to the strains of the Red Army choir singing the "Internationale", he said.

"The aim was to take the piss out of British propaganda about 'bugs in all the hotel bedrooms'. At no time was there any mention of the KGB to give it balance", he said.

As one of the few pupils who found himself out of step with the views of any of his classmates and teachers and openly espoused Conservative views, Mr Evans said he was branded a freak.

"Throughout the school, the words 'Conservative' and 'fascist' were synonymous."

His A level politics and history lessons were, he felt, heavily biased.

They took place in a department made up of eight or nine teachers all of whom were openly left-wing. He was taught by a man who always wore a CND badge and made no secret of his political leanings, he said.

Modern history concentrated on America's involvement in Korea, Vietnam and Central America and, according to him, made only passing reference to "the horrors of the Communist block – the 20 million killed under Stalin".

Timothy Evans might sound bitter about his time at what he has dubbed the "CND school". He isn't. He said he enjoyed his time at Pimlico, got a good academic education with the help of first-class facilities and made a lot of friends, even among those with whom he was at political loggerheads.

A representative of the Inner London Education Authority said that Mr Bill Stubbs, the director of education, had ordered an inquiry into the allegations.

Lady Olga Maitland

Richard Garner reports from the Professional Association of Teachers' conference in Edinburgh

Pay arbitrators warned

Mr Peter Dawson, PAT general secretary, and a member of the teachers' panel of the Burnham Committee, which negotiates pay, said a "significant section" of the teachers' submission to the arbitrators gave an "arguable justification" of why teachers went on strike this summer.

The arbitration hearing, set in the third week in August, will consider the employers' offer of a 4.5 per cent increase and the teachers' claim for a substantial rise to move towards proper professional salary level. "No mention is made in the draft document of anyone being reluctant to take industrial action," Mr Dawson told the conference. "The picture is drawn of a profession splendidly united in bringing chaos to schools."

Mr Dawson added: "Is a submission to arbitrators really a proper place for writing a defence of disruption? The answer is no, of course not. You don't go to the peacemaker and argue the case for warfare.

"Why include an account of how teachers brought education to a halt? The answer is to serve as a warning to the arbitrators of what will happen if they don't come up with the right award."

Mr Dawson went on to attack Mr Philip Merridale, leader of the management side during the pay negotiations and chairman of Conservative-controlled Hampshire County Council's education committee.

"The local authorities and the government representatives on Burnham carry a heavy share of the blame for what has occurred this year," he said. He cited a statement made during the negotiations by Mr Merridale that "justice and morality are neither here nor there."

"Should someone with that view of the world be involved in the work of a national negotiating body whose proceedings affect the welfare of children?" he asked. "I find the fact that no-one else has asked that question an interesting if sad comment on the state of things."

However, Mr Dawson acknowledged that the disruption of schools by teachers had achieved its purpose by "persuading local authorities to do

More reports next week

what they should have done in the first place."

"Perhaps you would rather not believe that, but it cannot be ignored or denied," he said. "Whether we want to know it or not, we have to face the fact that bringing education to a halt did change the minds, though I suspect not the hearts, of local education authorities in recent weeks."

He warned: "There is nothing at all to be pleased about in that. What is the profession going to be asked to do in the next act of the developing drama of disruption? Does anyone imagine that schools have yet experienced more than a hint of the disasters that some have in mind?"

Mr Dawson concluded: "The troubles of 1984 may well turn out to be, and may indeed have been intended as, nothing more than a practice run for future disturbances of the education system.

"There is nothing at all for any teacher to be pleased about in reviewing recent events. Anyone who thinks the onward march of militancy is something to celebrate doesn't really understand what is happening. We have been taken a further step down the road to professional disaster."

Earlier, referring to the salary structure talks, Mr Dawson warned that if Sir Keith Joseph attempted to introduce strict minimum working hours for teachers he could end up with a "layabouts charter."

Mr Dawson said the proper approach would be to expect teachers to do all they possibly could to complete the education of the whole child. For that they deserved "general professional payment."

But he warned: "We do not want a situation where so much as an hour extra is to be charged for running the chess club or umpiring a cricket match. "If minimum hours are laid down they will, for some teachers, become maximum hours and you immediately have layabouts charter."

Jenkins calls for more access to FE

Britain should adopt a European-style system of providing access to further education or training for all its 16-18 year olds, Mr Roy Jenkins, founder of the Social Democratic Party, told the conference.

Mr Jenkins, who is MP for Glasgow, Hillhead, said: "I would like to see a system where all 16–18 year olds have access to some sort of further education or training, as happens in Germany, with grants to help them with whatever course they are pursuing."

Mr Jenkins also called for a modest allowance of extra money to be injected into education spending which would be used to tackle the state of school buildings and their maintenance problems.

"While riots, vandalism, and crime cannot be blamed on our teachers they can be attributed more generally to the social decay in inner cities of which the schools are a very important part," he said.

"For children born into families where the father works only intermittently, where their elder brothers and sisters leave school to join the dole queue and where the unemployment rate in their own neighbourhood is perhaps as high as 50 per cent, decaying school buildings, overworked teachers and inadequate facilities merely increase the sense of alienation."

He also singled out cuts in remedial education for special attack, saying they served to give little future prospect to children who had not achieved basic literacy or numeracy skills by the age of 112.

"Cuts in such services at a time when hundreds of qualified primary teachers are unable to find jobs show a callousness both towards the unemployed teachers and towards the pupils who so badly need remedial help," he added.

Mr Jenkins also emphasised the SDP's keenness to introduce no strike agreements for employees in key areas of the public sector, including teaching as revealed in *The TES* last month. Such an agreement has long been advocated by PAT.

Firm line on discipline

by Biddy Passmore

Sir Keith Joseph, the Education Secretary, has underlined his determination to let governors have the last word on discipline in their school by refusing to approve changes in articles of government proposed by Manchester and Newcastle.

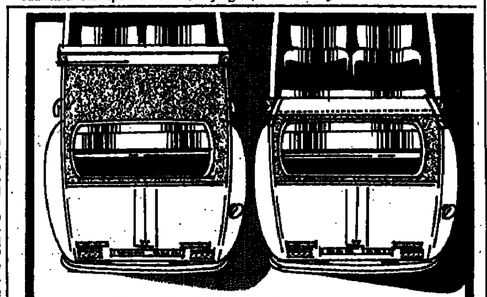
The change requested by the two councils would have made the governors' responsibility for "the general direction of the conduct of the school" provisional on their doing so in a way consistent with the education authority's policy. This would have given the two Labour-controlled councils power to impose a general ban on corporal punishment over the heads of governing bodies.

But Sir Keith has now refused to sanction the amendment, saying it would be inconsistent with the Green Paper on governing bodies he issued on May. This said that l.e.a.s' interest in discipline did not warrant their having "unspecified and broad powers to override governing bodies and headteachers . . ."

Tenure move

Universities are to be forced by law to end tenure for all their new academic recruits. Sir Keith Joseph, the Education Secretary, told the Commons on Wednesday he would introduce the necessary legislation as soon as Parliamentary time allowed.

His aim is to ensure that all universities have the right to sack academics appointed after a certain date "for reasons of redundancy or financial exigency".



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Before a relationship between spending and results can be established, authorities must determine how much is to be directed towards exam success, say David Jesson, John Gray and Ben Jones.

Measure for measure

A series of recent studies have claimed that they could establish a simple, direct relationship between educational expenditures on the one hand, and educational outcomes, measured in terms of examination results, on the other. In this respect, *Value for Money* by Rodney Lord, currently a special adviser to the Treasury, merely repeats earlier findings (*TES*, 6 July). Mr Lord, however, goes further. He treats the *absence* of such a relationship as sufficient cause to speculate on the "efficiency" and "effectiveness" of local education authorities, both in general and in particular – Newcastle, among others, is singled out for criticism.

We agree with Mr Lord that it is hard to discern an overall pattern. But the extent of our disagreement with him is perhaps apparent if we note that out of the 30 or so English authorities on which he comments, favourably or otherwise, we disagree with his assessment of the performance of at least 20.

Our research suggests that Newcastle is, if anything, an authority that is performing rather well.

At the heart of the problem of how one compares one authority's performance with another's is the question whether like is being compared with like. Fortunately, there are few people who still believe that the national average is the most relevant basis for comparison. The decision of the Department of Education and Science two years ago to publish a statistical grouping of authorities according to the degree of social *disadvantage* they experienced in terms of six indicators was a notable step forward; it was these groupings which Mr Lord employed. But, as both the DES and our own subsequent analyses have shown, it was barely sufficient. Mr Lord himself asks whether Richmond is really more disadvantaged than Gateshead, as the DES analysis suggests. Yet he then proceeds to ignore his own caveat. Rochdale and Wigan end up in the same group for the purposes of comparison as Devon and Cornwall.

Our earlier research has shown how the DES groupings cannot be treated as more than a starting point for such comparative purposes and how measures of disadvantage need to be complemented by measures of social advantage, especially if differences in exam results are to be explained. Our latest research suggests that if one wants to ensure that like is being compared with like, then three measures, from among the rather limited statistical data currently available, are essential.

These are, for each authority, the percentages of pupils:

- from socially advantaged backgrounds (as measured by those with parents in professional and managerial occupations);
- from non-white backgrounds;
- attending independent schools.

We have known about the importance of the first two measures for some time, but it is only recently that our suspicions about the explanatory power of the third have been confirmed.

Mr Lord's measures of social disadvantage jointly explain around half of the variation in exam results between local authorities, when they are entered into a regression analysis, leaving the remaining half to be explained by other factors. Supplementing these data with our measure of social advantage, we raised the variation explained to around 70 per cent. But we found that another sizeable increment could be obtained from using the percentages of pupils attending independent schools.

An enduring weakness of all the comparative analyses of local education authority performance conducted to date has been that while their measures of outcomes (exam results) have applied only to those leaving state-maintained schools, their measures of local authorities' social composition have applied to all, regardless of whether they have attended independent or state schools. In authorities where only 1 or 2 per cent attend the former schools, this is unlikely to distort the overall picture, but in other cases it can be quite important. DES estimates suggest that in the ILEA and Newcastle, for example, over 10 per cent attend independent schools; in Surrey nearly 15 per cent; and in Richmond almost 25 per cent. There is also a strong underlying association. The more middle class an authority, the higher the percentage who are likely to be at independent schools (r=0.7).

While we did not know the actual exam results of independent school pupils in each authority, we assumed that many (but not perhaps all) would obtain five or more O level passes. We therefore explored a number of different possibilities, adding to each authority's results an allowance for the performance of independent school pupils.

The overall effects of these adjustments were quite dramatic. We found that we could now explain over 80 per cent of the variation in results between authorities. Equally importantly, we were obliged to reassess our views of a number of authorities which have traditionally been criticized for "under-performing".

None the less, like Mr Lord, we still found that expenditure was not straightforwardly related to performance. This led us to look more closely at the figures for secondary school expenditure and their correlates.

We found, for example, that costs were higher where areas were subject to more rapid decline in secondary school rolls; and they were lower where a substantial proportion of secondary school-age children were taught in 9 to 13 (or older) middle schools. Neither of these factors was explicitly considered by Mr Lord. Overriding these concerns, however, was our discovery that expenditure was highest in those areas with the largest and the smallest middle class populations. Such complexities do not lend themselves readily to the statistical procedures that have hitherto been employed.

Several other possible reasons why simple relationships between expenditure and results were not emerging suggested themselves. We wondered whether the use of data aggregated to the level of the local authority was concealing relationships which existed at the level of the individual school. And also whether the absence of "market forces" in the public sector was a factor.

We therefore turned our attention to a sample of English independent schools for whom data were available for the year in question. For the purposes of comparison we confined our analysis to those 325 schools taking day pupils which did not specialize in providing for pupils with learning handicaps.

The average expenditure per pupil in even the top 10 per cent of "high spending" local authorities was less than the day fees charged by 90 per cent of the independent schools. Although schools which charged more had better pupil-teacher ratios (r=−0.62), we could find no obvious relationships between fees charged or pupil-teacher ratios on the one hand and the number of A level passes per pupil on the other (r's=.05 and .1 respectively).

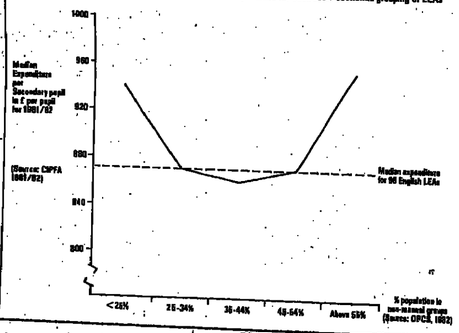
The absence of simple relationships in both public and private sectors also forces us to re-examine some of Mr Lord's initial premises. The most obvious weakness in the assumptions he was prepared to make was that all local authorities are equally committed to maximizing examination success and that the vast bulk of secondary school expenditure is devoted to this single aim. Even in the most favoured areas less than 50 per cent of children obtain the examination results that form the substance of Lord's main argument. It is clearly unwise to assume that the other 50 per cent or more are unimportant.

To discover a relationship between results on the one hand and expenditure on the other, one needs to know first what proportion of expenditure is directed to this objective. Even a passing acquaintance with the workings of local authorities and their schools suggests it is implausible to postulate such single-minded devotion. Efforts to assist lower-attaining children with their reading, for example, are rarely recorded in exam statistics. Yet this is an assumption to which Mr Lord must be committed if he wants to speculate about the "efficiency" of individual authorities and the "effectiveness with which they apply resources to achieve a good education". He might equally well have concluded that they differ widely in their definitions of what counts as "acceptable quality" and their willingness to commit resources to its achievement. Recent reports from the Inspectorate would have supported him in this view.

The questions Mr Lord raises are important ones to policy-makers of all persuasions, but the first priority must be to improve the accounting procedures – accountability can follow later.

The authors are all members of the Division of Education at Sheffield University.

Figure 1: Showing median expenditure for each socio-economic grouping of LEAs



Mike Durham on the angry response of a pressure group to the critical report on Haringey schools

Black parents accuse HMI of being racist

A black parents' action group in Haringey claims the HMI report on the borough is racist, and has issued a call to black parents to "mobilize" and take over schools.

The group's statement has puzzled local education authority figures, who felt the Inspectorate's criticisms would have been supported by ethnic minority groups.

The Haringey Black Pressure Group on Education says HMI is wrong to find evidence of good multicultural teaching, happy race relations and an open-schools policy towards black parents.

The group states: "The education time bomb in Haringey schools has gone off. Time has run out for white people to improve the education system for the benefit of black children.

"We must now mobilize in great numbers to take over the schools in Haringey, especially in areas where our children form the majority in schools."

Mr Paul Boyd, a spokesman for the group, said black parents did not quarrel with the Inspectorate's findings on exam results. The pressure group had been saying the same thing for some time.

Mr Boyd claimed the Inspectors had deliberately misrepresented the state of race relations and multicultural teaching in the borough. "They are saying in essence that there is no racism in Haringey's schools. We say there is," he said.

The HMI report had set out to overturn all the claims being made by the pressure group, he claimed. The group says that black pupils are the victims of racism in Haringey schools.

Last year the group issued a strongly-worded manifesto calling for more open schools, more answerable to the community, with a reorganized curriculum and the retraining of all Haringey teachers.

According to Mr Boyd, "the campaign has been such an embarrassment to the authorities that they can find no alternative but to deny the facts." He charged the Inspectorate as belonging to the same "institution".

The group describes the HMI report as, "a prophetic warning to the black community in Haringey". Mr Boyd added: "We can see a situation arising where the whole frustration will actually blow up in the faces of the people in the institution. There will come a time when they won't be able to control it."

However, the group has no immediate plans to "take over" or occupy any schools in Haringey, Mr Boyd said. Various ideas had been discussed and the group was urging black parents to get together.

"If the education authority won't listen, it would be up to the community to decide how to bring the schools under our control," he said.

The group is not seeking a meeting with the l.e.a. "at this stage". Mr Boyd said: "It's up to the community to decide how to move forward in terms of forcing the authority to do something. If the community persists, it will actually get something done."

Mrs Nicole Harrison, Labour education chairman of Haringey, said the group's claims, including an allegation that she had "called in" the Inspectors in order to refute their claims of racism, were "absolutely amazing".

She said: "I don't see the HMI report as a racist document at all. It's incredible. The black parents' group have been calling the l.e.a. racist for some time, but in fact the report showed we are not."

Mr Tony Lenney, Haringey's chief education officer, said: "The HMI report seemed reasonably positive about multicultural education and harmonious race relations, if nothing else.

"Quite frankly, we have got enough on our hands without tackling the crude assumption that our problem is all about racism. At this stage, giving things labels doesn't help. It's distressing because it doesn't take us any further."

Mr Lenney said there had been frequent meetings between the parents action group and Haringey education officers. Members of the HMI team interviewed members of the black pressure group during their visit to the borough.

Schools urged to run mother tongue classes

by Diane Spencer

The Government should encourage education authorities to pay for mother tongue classes, the Commission for Racial Equality says.

Community languages should be taught as part of the school curriculum. Education authorities should encourage schools to do this as part of their duty under the 1976 Race Relations Act to promote equality of opportunity and good race relations.

These recommendations are based on findings of a study of part time Chinese language classes in London, Manchester, Edinburgh and Liverpool. But Ming Tsow, the author, says they are just as applicable to other language groups.

She found that 87 per cent of parents from Britain's Chinese community wanted Chinese to be taught at school; 48 per cent of children going to mother-tongue classes spoke Cantonese at home compared with 38 per cent who spoke mainly English.

Ming Tsow, now an inspector for bilingualism and community languages for the Inner London Education Authority, suggests that l.e.a.s pool their resources as the Chinese communities are widely scattered.

Mr Peter Newsam, the CRE chairman, said this week: "The linguistic diversity of British society is a national asset which should be encouraged and developed." He hoped the survey would stimulate positive policy thinking.

The CRE claims this is the first major examination of community based language classes. The survey was based on interviews with 333 parents, 312 children and 69 teachers with a postal survey of 12 classes.

Mother-tongue maintenance: a survey of part-time Chinese language classes, by Ming Tsow, is available, free, from the CRE, Elliot House, 10–12 Allington Street, London SW1E 5EH.

Retired managers 'could become careers teachers'

The Conservative Bow Group has suggested that business managers who retire early would make excellent part-time careers teacher for schools.

Schools should pick careers teachers with experience in industry, and many senior managers retiring at 55 would fit the bill, the group's industry committee said.

The idea is one of 20 "action points" put forward by the committee as a means of ending the "mutual misunderstanding, distrust and even hostility between education and industry".

Companies are told it would be a good idea to invite the school head to the firm's offices. It would make them aware of the company's needs.

It is suggested that heads should "talk to the customer" more often and also meet local businessmen.

Tories reject inadequate teachers plan

by Bert Lodge

Conservative councillors in Inner London who in 1982 called for suggestions on what to do about inadequate teachers, have rejected a solution put forward by education officers.

This would create a pool of 10 posts at a cost of £100,000, to which teachers having trouble with their classes could go to recuperate and be helped to prepare to return to their own job.

But Conservative members of the Labour-controlled Inner London Education Authority schools sub-committee say the officers' report comes nowhere near dealing with the scale of the problem. They point to estimates in the Hargreaves report on London Secondary schooling published last March, of up to 5 per cent of teachers being inefficient.

"That could mean up to 1,000 teachers," Mr Dudley Fox, opposition leader on the sub-committee, said this week. "To talk about creating only 10 posts is far too small a figure. I shall be trying to get this debated.

"At the same time I have recommended that those people who have made the wrong choice of job should be eased out for the sake of the school and the sake of their colleagues."

The authority developed a practice in the 1970s of placing inadequate teachers as an extra to a school's staffing establishment where they might undertake library supervision or take small groups but not have sole charge of a class. By 1980 the number had grown to 78 and a decision was taken that the authority could no longer afford this policy.

Only 21 are still on the list after rehabilitation of 26 teachers and a departure from the service of 31 others.

"Under-performing teachers no longer make a significant contribution to overall numbers of teachers additional to the staffing establishment," the report says.

The acting head of Chelwood Nursery School, in south east London, Liz Ward, aged 29 (left), jumped out of an aircraft to raise funds for the school. The following day colleague Liz Eames (right) also jumped. Between them they hope to raise about £500, which they will use to create a covered outside play area, or to buy large playground equipment. Liz Ward said the jump was exhilarating. "It didn't last long enough." The children at the school realized what they were doing, she said, "but it fits in with what the school is like. We do all kinds of things – the children are never really surprised by anything." Picture: Martin Meyer/Network

TVEI motion for TUC

A controversial motion calling on the TUC to welcome the Technical Vocational Education Initiative, among other moves towards preparing pupils for industrial life, will be debated at next month's TUC Congress in Brighton.

The motion, tabled by the Banking, Insurance and Finance Union, calls on the TUC to recognise that reforms in the secondary school curriculum are essential in helping to prepare young people for the difficult world they will face on leaving.

However, in welcoming the TVEI in addition to the Schools Council Industry Project and the Certificate For Pre-Vocational Education, it is likely to incur the wrath of the teachers' unions who have claimed that the TVEI is divisive and erodes the spirit of comprehensive education. They claim it splits youngsters up between those pursuing technical courses and those seeking higher academic qualifications. The Socialist Education Association (SEA) has urged opposition to the TVEI.

Liverpool row is settled

The long skirmish between the Government and Liverpool education authority over the city's secondary reorganization plans appears to be over.

The Labour-controlled council wrote last week to Sir Keith Joseph, the Education Secretary, agreeing to his request that two single sex schools be kept. He had made it clear he would not approve the scheme, now due to take effect next year, if the authority refused.

But the council also decided that entry to the two schools, Holly Lodge Girls' and West Derby Boys', should be halved to 120 pupils each, thus reducing the number of spare places in the system. If the single sex schools had been kept at their present size, some of the 17 co-educational comprehensives to be set up under the reorganization plan would have had too few pupils to be viable.

Now the city must ask the Education Secretary's permission to restrict the entry to the two schools. As their rolls are being reduced by more than a fifth. But he is not expected to withhold it.

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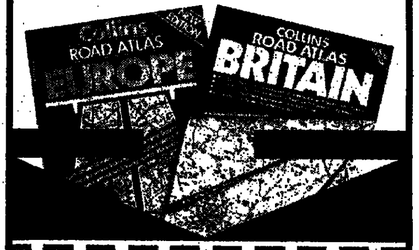

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County looks at ways to cut cost of travel

by Mike Durham

A full-scale inquiry into school transport plans in country areas is being carried out by Britain's fourth largest local authority, following concern about the cost of school buses.

Norfolk spends about £5m a year getting its pupils to and from school.

A study, to be published this autumn, is looking at such aspects of the county's school transport as tendering, route schedules, and computer-planned journeys.

But Mr Michael Edwards, chief education officer, denied that the l.e.a. was being "held to ranson" by private bus operators.

"It's true that, as in any rural area, it's difficult to find providers of school transport. You tend to have a limited number of firms prepared to tender for the job," he said.

"But there is no suggestion of a cartel operating against the education authority."

The study is part of a long-term assessment of county transport facilities which Mr Edwards described as "like painting the Forth Bridge".

"We are always interested in finding ways of making it more efficient. We are a very spaced-out county and transport is always on our minds."

The eventual report is expected to recommend tighter route scheduling, measures to avoid duplication of bus services, and staggering of school starting times to fit in with bus operators.

Meanwhile, the county has launched experiments which aim to save money by letting adults share school buses with children.

A school bus running between the Norfolk villages of Wells-by-the-Sea and Fakenham is being shared by up to a dozen adults. The service is advertised on local newspapers and the travellers pay a fare to the l.e.a.

A bus running between Norwich and Wroxham doubles up too. It collects fare-paying adults first, then returns to make a similar trip for children on their way to school.

Mr Edwards said: "We are not aiming to make a profit. We are just hoping to reduce the council's subsidy to Eastern Counties bus company, and avoid school buses standing idle."

The experiments have been successful, and similar schemes may eventually be extended to other parts of the county.

Overseas rolls still fall

by Biddy Passmore

The number of overseas students taking higher education courses in Great Britain continued to fall last year and is now about a quarter down on the peak year of 1978–79. But the total was still 70 per cent higher than in 1971–72.

Numbers also fell in non-advanced further education, where the drop has been a staggering 72 per cent since the peak year of 1976–77 and the total is now even lower than it was at the start of the 1970s.

At both levels, however, the drop in numbers last autumn was much smaller than it had been the year before.

These figures appear in the latest statistical bulletin from the Department of Education and Science, which gives definitive information about overseas students for the academic year 1982–83 and provisional figures for 1983–84.

It is provisionally estimated that there were 52,500 students from abroad at British universities, polytechnics and colleges in 1983–84. This was a 3 per cent reduction on the 1982–83 figure of 54,100.

In higher education alone, the decline was also 3 per cent, to an estimated 44,800. But within this figure, university numbers rose by 2 per cent while enrolments in the public sector fell by 12 per cent (following a drop of nearly a quarter in first year students the year before).

At non-advanced level, early figures for 1983–84 give a total of 7,800, only 4 per cent down on the previous year's total of 8,100 compared with a 27 per cent drop in 1982.

Countries sending the largest number of students to Britain in 1982–83 were Hong Kong, Nigeria and Malaysia, although first year enrolments from the latter two countries fell sharply. The largest falls were for Iran (48 per cent), Zimbabwe (54 per cent) and Cyprus (57 per cent).

But first year enrolments from other countries started to rise, by far the most striking example being the 97 per cent increase in the number from Libya – 32 per cent in higher education and 150 per cent at non-advanced level.

PRIMARY

Young children from broken homes benefit considerably in the long term if both parents cooperate over education and maintain links with schools.

This is one of the main findings of some new research based on 30 case studies of six to nine-years-olds from broken families.

The research, from the Child Care and Development Group at Cambridge University, involved interviews with teachers and heads as well as with parents and children.

Children who were judged by teachers to be well-adjusted socially and emotionally two years after the break-up turned out to be those whose parents had cooperated with each other and maintained contact with the schools even when they no longer lived with the children.

Many children experienced difficulty at school at the time of the separation but they readjusted over the following months. Two years after the change most children were functioning better than those whose parents remained married but who were in conflict.

Education was the most commonly discussed issue – after access – among estranged couples and some found they could agree: six out of 30 couples still attended school functions together and a further seven said they took turns at going to events.

At the same time schooling was sometimes a point of conflict between couples. Virtually all the non-custodial parents who were interviewed preferred to receive information about their children directly from the school but only 10 out of 30 custodial parents wanted their ex-partners to have that sort of direct contact with the school.

The authors, Jeni Riley and Mary Lund, say that, like children, teachers can find themselves caught in the middle, torn between the conflicting demands of parents. "Helping children hold that middle ground may be the best that schools can do for children when parents decide to part. To do so means not just giving children emotional support but also bringing procedures into line to deal with the variety of families that exist today."

All the headteachers in the study agreed that an increasing amount of their time was taken up with issues relating to families breaking up and parents divorcing. Many heads thought there should be standard guidelines on the contentious issue of record keeping for these children.

Twenty-nine parents out of 30 said they had told the head or classteacher at the time of the separation and they assumed other teachers would be told. But only half the schools had a written description of the changes that had taken place.

This study suggests that there are good reasons for keeping a factual account of the changes in families on record. Names and addresses of natural parents and step parents should be kept on file as well as custody and access arrangements and any observed changes in the children's behaviour. "Written records based on guidelines may respect the privacy of the family more than information passed informally by word of mouth."

The authors say they expect divorced parents will make demands on schools in future. They quote the Booth Committee, set up by the Lord Chancellor's Office, which has suggested that joint custody should be granted to both natural parents unless there is a clear reason not to do so.

In addition, a recent case in the Court of Appeal gave non-custodial parents rights regarding education. However, Judith Masson, a lecturer in law at the University of Leicester, interprets the judgment to mean that neither schools nor custodial parents are obliged to provide information to non-custodial parents. "It means though that non-custodial parents can take the custodial parents to court over decisions," she said.

In a section on children's emotional needs, the researchers say teachers and other school staff can provide a much-needed sympathetic ear. One-third of custodial parents had never discussed the break-up with their children. "Unfortunately, most divorcing parents do not realize their children's desire to talk about the experience," says the report.

All the children in the study were asked to write stories about what a little boy or girl would do at school after they had been told about their parents' divorce. Thirty-three per cent said the child would tell the teacher, 37 per cent said the child felt sad, cried or could not stop thinking about the divorce and 23 per cent said the child could not do his work. "Clearly from the child's viewpoint, distress about parents' separating will be shown in class and often teachers will be approached."

Compared with secondary teachers, primary teachers are at an advantage in having "close and sustained" contact with pupils. "If a child wishes to talk, simply listening to and validating his many feelings may be the most important part a teacher can play."

Not surprisingly, parents wanted contradictory things from schools. They wanted special consideration for their children, given the stress they were under, but not undue attention drawn towards them. They were much less worried about the children's academic work than about their children's emotional reaction. They wanted teachers' opinions about children, especially when behaviour at school might be different from behaviour at home.

The small amount of dissatisfaction expressed about schools mainly concerned the portrayal by teachers of stereotype nuclear families which their children no longer fitted into. A few parents thought schools should be more aware of economic hardship and the availability of free lunches and grants for schools trips.

Many parents recognized the support and understanding they could get from staff. One mother with two children said: "I was very lucky that they were both in classes with teachers I could talk to when it happened... I felt better for telling them how things were and they listened and were understanding."

● In recent months a number of local authorities have responded to the Appeal Court judgment by extending rights to non-custodial parents. Last spring the Inner London education Authority issued a circular to all heads saying that where non-custodial parents had asked to be kept informed, notes about the child's educational progress, including discipline matters, should be duplicated and sent.

Invitations to school activities such as plays and sports days should be sent and, in all cases, the custodial parent informed.

A non-custodial parent should also be able to discuss his or her child's progress at open evenings or by special appointment but it would be up to the parents to agree whether such discussions should be held with them jointly or separately.

If a request was received, a primary head should involve the non-custodial parent in the choice of secondary school but the onus rested on the parents jointly to agree on a school by the date required.

Schools Caught in the Middle: Educating the Children of Divorce by Jeni Riley and Mary Lund, Child Care and Development Group, University of Cambridge. A synopsis of their research is included in the Summer 1984 Journal *of the National Association of Primary Education* edited by David Clegg, Sedgemoor Manor Junior School, Parkway, Bridgwater, Somerset.

Picture: Gingerbread

Closer cooperation between parents and teachers can help children to adjust after divorce say Cambridge researchers. Sarah Bayliss reports.

Mending the breaks

Appeal over places for musically gifted pupils

by Diane Spencer

A group of Norfolk parents are appealing to Sir Keith Joseph, the Education Secretary, against an l.e.a. decision to send their musically gifted children to a high school without a choir or an orchestra.

Parents of ten of the pupils at Wroughton Middle School, Gorleston-on-Sea near Great Yarmouth, want their children to go to Lynn Grove High School which has three choirs and an orchestra. The authority has allocated places for them instead at Claydon High School which has neither. Both of the schools have spare places.

One of the parents, Mr Howard Collins, claimed that Wroughton has an excellent reputation for music. His daughter sang in the choir at the International Eisteddfod last month and she wants to continue singing and playing the piano in her next school.

Mr Bernard Farrant, the authority's public relations officer, said the l.e.a. was trying to achieve a balanced intake at both schools, which was why the independent appeals committee turned down their application.

The parents claim the authority is failing to keep the spirit of the 1980 Education Act which allows, where possible, parental choice of schools. They are appealing both to the Sir Keith and preparing a case for the ombudsman.

Parents win choice battle

by Biddy Passmore

Parents of two Oxford five-year-olds have won a fight to get them into the primary school of their choice – by keeping their children out of the unwanted school.

The reason for the victory, according to Oxfordshire county council, is that the delay meant the girls could be considered for entry in the next school year, when there will be four vacancies at the school they wanted.

But the parents say there were already two spare places last term. They feel the council's apparent change of heart is the result of a High Court decision giving them leave to apply for a judicial review of the case.

Helen Holder and Laura Waters were kept at home for a term by their parents after the council refused to let them start in April at Headington Quarry Church of England First School.

The children live just outside the school's catchment area and the council said the school was already full. But the parents insisted on Headington Quarry School on religious grounds and because all the children's friends went there. Their appeal to the local appeal committee also failed although two other children who also live outside the catchment area were allowed in.

A letter to Sir Keith Joseph, the Education Secretary, claiming that the authority was acting unreasonably, failed to produce any response so the parents decided to apply to the High Court.

On July 20, a High Court judge decided there was a case to answer. Three days later, the county council suggested the parents make fresh applications for places and the next day it agreed to let the children in.

"I think the county council behaved very badly," Mrs Deborah Waters said this week," and I think Sir Keith Joseph should have written to us. But now I just want to get back to normal life."

Mr Tim Brighouse, the county's chief education officer, said on Thursday the authority would have let the children in earlier if there had been room. A new admissions procedure meant they already knew how many children would be entering the school over the whole of the next school year and could therefore offer them places. The county's decision had nothing to do with the High Court judgment, he said.

NEWS

HMI publish 211 reports

HM Inspectorate published 211 reports in 1983, the first year such reports were made public, according to the Department of Education and Science.

Between January 1982 and January 1983 the number of pupils in English state schools fell from 7.6 to 7.4 million and the number of schools dropped by nearly 350, to 25,512.

Department of Education and Science: Annual Report 1983. HMSO price £5.50.

Heads reminded of duty during freeze

by Hilary Wilce

Bexley heads, who have written to parents warning that pupils may have to be sent home from classes next autumn because of a freeze on vacant teaching posts in the borough, have received a stiff warning from the education authority about their responsibilities.

A letter from Mr Michael Long, chief education officer for schools, to all heads, reminds them of their duty "to ensure that essential operations normally carried out by any staff are maintained as far as possible". It also points out that teachers' refusals to cover for absent colleagues or refusing to work to an altered timetable will be deemed to be in breach of contract.

Sending pupils home will not be justified, bearing in mind the "number of steps" open to head teachers to avoid this, the letter says.

However, Mr David Hart, general secretary of the National Association of Head Teachers, which has declared a collective dispute with the Tory-controlled London borough, said he had written to Bexley members advising them neither to alter timetables to solve the problems of unfilled posts nor to cover for missing teachers.

"I'm not prepared to allow any exceptional cases.

Minister on the mend

Mr Bob Dunn, the schools minister, has been advised to rest for a month after being rushed to hospital with peritonitis. He became ill just over a fortnight ago during an all-night sitting of Parliament.

Mr Dunn had an emergency operation the same day to remove his appendix and left hospital a week later. He has cancelled all his speaking engagements for a month and is not expected to return to his desk at the DES until September.

This week, he said: he was feeling much better, though still very tired.

NEWS

Nick Wood reports from York on the conference of the Centre for the Study of Comprehensive Schools

'Exam reforms mean more teaching jobs'

More teachers will be needed to cope with the extra workload posed by the Government plans for exam reform, said Mr Brian Arthur, a chief HMI.

The success of plans to introduce records of achievement for all school leavers, and to bring in more teacher assessment of pupils in the new 16-plus, depended on creating more time for teachers away from the "hurly burly" of the classroom, he said.

"I think that it is on that basis one makes the case for increased numbers of teachers and increased time for them."

Mr Arthur dismissed the idea that teachers had time to spare to cope with these extra tasks.

"I don't believe for one minute there is slack in the system", he said. "It's on that basis one has to present one's case." He also held out the prospect of national guidelines for schools, spelling out the objectives for every subject on the timetable.

But they would be less prescriptive than the national syllabuses used by the centrally directed education system in France. "I have been to France to see what happens. I am not advocating a national syllabus, but parents and others have a clear expectation of what it is schools should be doing. We have no such expectation except in terms of the examination system."

The planned switch to exams with grade-related criteria – setting out absolute rather than relative performance – would dovetail neatly with national curriculum objectives, he added.

"The exam system would fit much better on a curriculum we had agreed among ourselves," he said. "But that will take time."

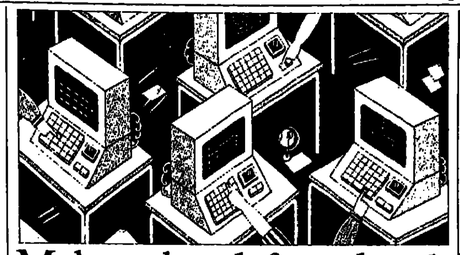
Mr Arthur said that HMI would be publishing in the autumn its own thoughts on curriculum objectives – both for individual subjects and the timetable as a whole. Ministers would bring out a White Paper on the subject around the end of the year.

The final policy on the school curriculum would probably emerge two years later, after responses to the two separate sets of documents, he said.

He went on to back the four-pronged drive towards exam reform – grade-related criteria, records of achievement, graded assessment and teacher assessment.

But such moves carried dangers with them, he warned. Criterion-referenced exams could limit pupils' educational experience.

"What exams measure may well have the effect of narrowing the range of educational outcome, especially if they are operationalized in a series of precise pupil performances which only exist because they can be pre-specified and easily measured – for example, a concentration on surface features such as spelling, punctuation and grammar."



Make or break for schools

Comprehensive schools are in danger of losing sight of what should be their guiding principle – that the education of every child is of equal worth, the conference was told.

Mr George Walker, head of Cavendish School in Hertfordshire, said he doubted whether the majority of teachers in comprehensives had ever committed themselves fully to this principle.

The switch from the selective system had been largely the work of politicians and many teachers had simply gone along with it because it held out the prospect of more and better jobs, more resources and professional advancement.

Many teachers have continued to view their pupils in terms of the traditional grammar and secondary modern stereotypes, he said.

"I worry that the heart of comprehensive education – the acceptance that every child's education is of equal worth – remains unexplored in many so-called comprehensive schools.

"It requires a strong sense of obligation towards young people irrespective of their ability, co-operation, motivation, looks and handicaps," he said.

The 1980s are a make or break time for comprehensives, Mr Walker said. Political and economic pressure for schools to turn out a technocratic elite that would help the nation pay its way in the world struck at the heart of the comprehensive principle.

Its effects were already apparent in the plethora of vocational and technical courses that had sprung up over the past few years. Used wrongly, such initiatives would fragment schools and reintroduce selection by relegating some groups of children to second class status.

Schemes such as the Technical Vocational Education Initiative and the low attainers project should be subsumed within the framework of a common curriculum throughout the comprehensive school.

At the same time, teachers should redouble their efforts to build close relationships with all pupils.

Failure to adopt this approach would prove disastrous, Mr Walker warned. Unlike his forerunners, today's school-leaver no longer could look forward to a job to soften the blow of years of neglect and rejection in the classroom.

"They must emerge as confident and balanced people, believing that they have qualities that have been valued."

Pupils per computer will be future ratio

Schools of the future will be judged less by the number of pupils per teacher and more by the number of pupils per computer, a top industrialist told the conference.

"I have a horrible feeling that the number of computers per child will be one of the biggest and most socially divisive ratios that we will have over the next ten years," said Dr Peter Kirby, research director for Welwyn Electronics and a member of the Secondary Examinations Council.

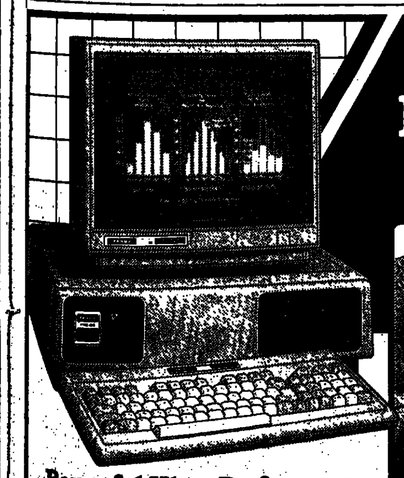
He urged teachers to wake up to the fact that Britain was a science-based society and that they should encourage the spirit of invention and curiosity in their pupils.

History lessons should contain less of "kings, queens and wars" and more of the lives of great inventors such as Swan and Faraday. "Many inventions have had much more impact on the life of man than kings, queens and even wars," he said.

"Couldn't we make more use of this in our attempts to stimulate young minds and interest them in the process of invention?"

But Dr Kirby did not want schools to turn out a "nation of technocrats".

He concluded: "I am pleading for an educational spectrum that is broad and in which a broad culture is one of the greatest things we can pass on to the next generation. I would not exclude the arts, literature and language."



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NEWS

Biddy Passmore on the effects of the Government spending limits on education authorities

The cost of 'rate-capping

Compulsory redundancies among both teachers and ancillary staff, the ending of maintenance grants for 16 to 19-year-olds and swingeing cuts in colleges and polytechnics would be among the "unacceptable" consequences of keeping to the Government's spending limit, the Inner London Education Authority said on Wednesday.

Mr Steve Bundred, who chairs the finance sub-committee, said inner Londoners faced a stark choice between "a budget agreed by the ILEA which maintains the progress of recent years and one imposed by Mrs Thatcher's Government".

The ILEA, one of four education authorities selected by the Government for "rate-capping", the limitation by law of the rate demand, has been given a spending target for next year of £900m. The Government says this represents a cut of 1½ per cent in cash on its current year's budget – that is a cut of nearly 6 per cent in real terms.

But the authority says it would need to spend £975m next year just to stand still and therefore estimates the real cut at £75m or 7.7 per cent.

Although the ILEA is proposing to consult Londoners about what it should do, its leaders have already agreed to join the 15 other Labour-controlled councils selected for rate-capping who are proposing a policy of "non-compliance" with the new law.

The other two l.e.a.s included in this group are Sheffield and the London borough of Haringey.

They have so far agreed on a concerted political challenge to the Government rather than a detailed strategy (see Dilemma story below). But they have all undertaken to prepare budgets for next year which continue present policies – that is, to ignore the Government's targets – and not to enter into negotiations with Mr Patrick Jenkin, the Environment Secretary, for a higher target.

That course of action could mean they run out of money, as the rate the Government permits them to levy would not cover their budgets.

Insolvency could be widespread if, as Mr John Cunningham, Labour's environment spokesman, predicted last week, the rate-capped authorities are joined in their defiance of Government targets by other high-spending Labour councils like Manchester, Liverpool and Newcastle.

The policy of Brent in London, the fourth rate-capped l.e.a., was still uncertain this week as the hung council was engaged in another power struggle between the Conservative and Labour groups.

Most l.e.a.s could make no detailed forecasts about the effect of last week's announcements on education because they will not learn how much central government grant they are to receive until the end of the year.

But the ILEA, which is a single service authority and spends so much more than the Government thinks it needs that it gets no grant, could assess the implications of cutting down to its target.

They include:

- The loss of 350 teaching posts in primary schools and 1,150 in secondary;
- Up to 1,700 lost jobs among school support staff, including primary helpers, laboratory technicians, keepers and cleaners;
- More than 300 teaching and 250 non-teaching jobs to go in colleges and polytechnics;
- A rise from 35p to 50p in the school meal charge;
- An end to the school clothing voucher scheme;
- No more education maintenance allowances for 16 to 19-year-olds who stay on in full-time education.

The directly elected authority which is to succeed the present ILEA will have 58 members to begin with, two from each parliamentary constituency, Mr Patrick Jenkin, the Environment Secretary, confirmed this week. But the Boundary Commission is to draw up single member constituencies for subsequent elections.

What local education authorities should spend in 1985–86 (on all services)

1984/85 budget £m		NAFE adjustment £m	1985/86 provisional target £m	% change from 1984/85 budget
SHIRE COUNTIES				
318.048	Avon	−1.081	316.788	−0.39
191.481	Bedfordshire	−0.651	196.841	1.72
227.225	Berkshire	−0.908	238.664	4.55
197.204	Buckinghamshire	−0.732	208.537	4.26
197.041	Cambridgeshire	−0.781	206.501	4.26
347.146	Cheshire	−1.548	348.128	−0.02
235.225	Cleveland	−0.698	237.044	−1.34
136.260	Cornwall	−0.590	146.334	4.25
164.146	Cumbria	−0.696	171.651	1.88
315.722	Derbyshire	−1.445	314.688	−1.09
302.669	Devon	−1.478	319.801	1.11
181.651	Dorset	−0.692	188.678	4.25
206.077	Durham	−0.623	214.086	4.26
197.709	East Sussex	−0.793	206.024	4.25
476.800	Essex	−1.680	498.747	4.25
160.878	Gloucestershire	−0.464	167.467	4.26
478.739	Hampshire	−2.124	497.798	4.26
207.807	Hereford and Worcester	−0.998	218.533	4.26
316.580	Hertfordshire	−1.402	334.087	4.07
40.103	Humberside	−1.022	331.862	3.76
472.146	Isle of Wight	−0.172	42.805	4.26
478.318	Kent	−1.959	493.545	4.26
291.478	Lancashire	−1.918	608.600	4.26
183.349	Leicestershire	−0.985	306.899	4.26
216.827	Lincolnshire	−0.836	194.991	4.26
188.745	Norfolk	−0.806	224.578	4.26
104.626	Northamptonshire	−0.611	198.286	4.25
217.315	Northumberland	−0.273	108.319	0.59
366.186	North Yorkshire	−0.936	231.986	4.26
167.148	Nottinghamshire	−1.359	362.380	1.65
126.997	Oxfordshire	−0.692	173.838	4.26
138.307	Shropshire	−0.567	133.481	4.26
350.253	Somerset	−0.693	147.338	4.25
188.116	Staffordshire	−1.515	366.562	4.26
294.772	Suffolk	−0.621	186.786	4.25
158.617	Surrey	−1.222	310.312	4.25
180.732	Warwickshire	−0.848	164.969	4.26
188.397	West Sussex	−0.758	201.799	4.25
	Wiltshire	−0.763	178.227	4.26
GREATER LONDON				
60.108	Barking and Dagenham	−0.154	61.722	2.65
98.052	Barnet	−0.344	101.278	3.64
78.302	Bexley	−0.278	80.402	1.71
140.480	Brent	−0.469	138.209	−1.29
93.557	Bromley	−0.307	96.862	3.64
105.716	Croydon	−0.406	109.803	3.25
113.692	Ealing	−0.447	117.508	3.75
94.512	Enfield	−0.326	96.808	1.72
128.095	Haringey	−0.398	126.722	−1.10
72.345	Harrow	−0.262	75.336	1.72
84.507	Havering	−0.320	87.366	3.75
87.220	Hillingdon	−0.268	89.936	3.41
98.686	Hounslow	−0.249	87.173	−0.35
46.388	Kingston-upon-Thames	−0.153	46.916	1.76
68.637	Merton	−0.201	69.669	2.10
118.945	Newham	−0.298	124.154	3.76
75.029	Redbridge	−0.247	77.909	4.17
51.172	Richmond-upon-Thames	−0.327	51.724	1.72
54.804	Sutton	−0.215	56.830	4.651
107.883	Waltham Forest	−0.260	111.702	3.77
917.137	ILEA	−3.014	900.366	−1.89
GREATER MANCHESTER				
90.837	Bolton	−0.393	94.304	4.25
68.338	Bury	−0.231	69.661	2.65
241.836	Manchester	−0.646	250.854	3.63
81.982	Oldham	−0.278	85.189	4.25
84.707	Rochdale	−0.216	86.870	1.04
93.061	Salford	−0.304	96.219	3.72
89.399	Stockport	−0.416	92.762	4.25
79.119	Tameside	−0.328	79.680	1.07
71.340	Trafford	−0.397	73.975	4.25
108.288	Wigan	−0.618	108.846	1.68
MERSEYSIDE				
70.565	Knowsley	−0.277	70.807	0.73
221.582	Liverpool*	−0.626	222.053	0.60
69.581	St Helens	−0.283	69.747	0.67
90.304	Sefton	−0.378	93.764	4.25
112.942	Wirral	−0.492	116.893	3.14
SOUTH YORKSHIRE				
77.507	Barnsley	−0.262	78.636	1.78
105.065	Doncaster	−0.367	105.218	0.63
86.323	Rotherham	−0.356	88.115	3.69
217.395	Sheffield	−0.822	214.644	−0.98
TYNE AND WEAR				
75.501	Gateshead	−0.179	77.237	2.40
125.573	Newcastle upon Tyne	−0.270	125.725	0.34
76.097	North Tyneside	−0.250	75.866	0.02
82.864	South Tyneside	−0.316	83.724	2.21
107.813	Sunderland	−0.313	105.686	−1.60
WEST MIDLANDS				
371.096	Birmingham	−1.105	386.732	4.38
118.586	Coventry	−0.494	122.648	3.76
85.366	Dudley	−0.371	80.435	0.377
111.648	Sandwell	−0.407	116.694	4.25
62.427	Solihull	−0.367	64.723	4.35
98.771	Walsall	−0.348	100.117	1.72
99.680	Wolverhampton	−0.323	102.981	3.78
WEST YORKSHIRE				
174.395	Bradford	−0.470	174.477	0.32
86.134	Calderdale	−0.233	87.638	1.72
130.133	Kirklees	−0.515	135.162	4.35
234.625	Leeds	−0.814	242.610	3.76
100.580	Wakefield	−0.482	102.066	1.98

*1984/85 budget figures for Liverpool are provisional.
†Increases of more than 4.25% result from adjustments to 1984/85 budgets which were artificially low.

The tables show what the Government thinks should happen. But many authorities said this week the actual cuts would be much bigger than indicated here. Budget figures, for instance, do not include any reserves councils have been using and their reserves may have run out. Mr Peter Smith, deputy general secretary of the Assistant Masters and Mistresses Association, said those authorities faced "draconian cuts, massive rate rises, or some combination of the two".

He criticized their silence while the local authority associations had predicted doom, their "creative accounting" to avoid doom themselves, and their willingness, in some cases, to misrepresent themselves as the victims.

Wales escapes with a few bruises

No Welsh local authorities will be rate-capped next year and none of the eight education authorities will have to make cuts as severe as those likely in some English inner cities.

The Government is treating the principality with relative lenience because overall spending by its councils is already "within striking distance of the Government's plans", Mr Nicholas Edwards, the Welsh Secretary, explained last week.

Welsh authorities are planning to overspend by only £20m in the current year, with three-quarters of the total overspending arising in three counties: Clwyd, Mid and West Glamorgan. They have been given targets for 1985–86 only 2 per cent higher than their present budgets as they will have to make a real cut in their spending of some 2–3 per cent on present Government inflation forecasts.

The other five education authorities, with targets 4–4¼ per cent above this year's budgets, may be able to hold their spending at this year's level in real terms, or make slight reductions.

The proportion of council spending met by the Rate Support Grant will be reduced, as in England, but from a much higher level. The cut will be from 69.1 to 67 per cent (it is from 51.9 to 48.8 per cent in England).

As in England, penalties for exceeding Government spending targets will be fierce: councils spending up to 1 per cent over target will have their grant withheld at the rate of 100 per cent, and thereafter at a rate of 150 per cent. Mr Edwards announced a further reward for Welsh councils' spending restraint in the current year: a £15m addition to their capital spending programme in 1985–86.

WALES 1984–85 budget		1985–86 provisional target	% change from 1984–85 budget
£152,500m	Clwyd	£158,162 m	2.00
£124,456m	Dyfed	£129,781	4.00
£184,214m	Gwent	£171,824	4.25
£90,248m	Gwynedd	£94,242	4.00
£212,113m	Mid Glamorgan	£217,366	2.00
£60,510	Powys	£62,722	4.00
£138,760m	South Glamorgan	£146,164	4.25
£144,168m	West Glamorgan	£147,773	2.00

**1984–85/budget figures for Welsh authorities have already been adjusted for factors including the switch of NAFE funding to the Manpower Services Commission.

Shires voice complaints

Tory-controlled shire counties whom the Government claimed to have treated generously in last week's announcement on local government spending have joined the chorus of complaint.

Buckinghamshire and Cambridgeshire, both low-spending counties who were rewarded with spending targets for next year 4¼ per cent higher than their present budgets, said that was not enough.

Buckinghamshire's chief complaint is that Government targets and grant handouts are based on population figures two years out of date. The county's population has been growing by 9–10,000 a year in the Milton Keynes area, so the Government's figures ignore about 20,000 people needing facilities.

A similar point was made by Mrs Emily Blatch, leader of Cambridgeshire County Council, where the population is growing by about 1½ per cent a year.

While welcoming the Government's recognition of its past unfairness to low spenders, she said ministers must indicate that this was only one step in the process of redressing the balance.

Mrs Blatch criticized "swingeing increases" at the lower end of the penalty scale for councils exceeding their targets.

Dilemma of the defiant education authorities

The four rate-capped l.e.a.s face an almost impossible decision when they consider how to defy the Government's legislation on council spending *(Mike Durham writes)*.

All 16 Labour-controlled authorities on the hit list have agreed on a policy of non-compliance with the Rates Act. But in practice there is no simple strategy.

The options include:

- Setting a higher rate than the ceiling laid down by the Environment Secretary.

But this would be plainly illegal under the Rates Act. Finance officers would not be empowered to collect the money, nor ratepayers to pay it.

- Refusing to set a rate.

How long an authority could survive without rates income would depend on the level of its reserves and its borrowing power in the money market.

Borrowing money is expensive and would only worsen the authority's financial position. Fears that the council might default on its short-term debts could lead to lenders asking for repayment.

All forms of borrowing might then be closed. Eventually the authority would simply run out of money.

- Setting a legal rate – but spending at a higher level.

The council might set its budget in accordance with current spending plans, but levy a rate in line with the Government ceiling. A legal test of the operation of the Rates Act after agreeing a budget the council would pass "supplementary estimates" restoring spending to its pre-cuts level.

The authority would run into deficit and would be forced to borrow to finance its spending. But this would be illegal. The council could be taken to court by the District Auditor or any ratepayer. Members could be surcharged or disqualified.

- Failure to pay the council's debts.

The council would be taken to court. Businesses would refuse to deal with it and services would soon suffer.

- Defaulting on loan repayments.

The council would no longer be able to borrow money for capital projects. Capital programmes would grind to a halt. Improvement and repair work would have to be shelved.

Apart from the financial aspects, a number of other options are open to local councillors. They range from forms of "civil disobedience" within the law to strike action and legal delaying tactics.

One possibility is for Labour groups on rate-capped Labour councils to resign en masse and fight by-elections on a platform of confrontation with the Government.

Councils may enter "obstructive" negotiations with the Environment Secretary over the rates level – delaying the Environment Department with detailed submissions and evidence. This could drag out the implementation of the Rates Act.

SCHOOL TO WORK

Hilary Wilce on two years of Northern Ireland's Youth Training Programme

A scheme that can't afford to fail

Northern Ireland seized the chance to show off its Youth Training Programme when delegates from more than 20 Council of Europe countries visited the province for a youth training conference.

With enthusiasm and zeal it parcelled them into a dozen coachloads and despatched them to the furthest corners of the land to see trainees in action. The Province-wide scheme has taken just eight months to get off the drawing board, and started up a whole year earlier than its big brother across the water, the Youth Training Scheme.

But trainers in England and Wales are less interested in its miraculous birth than in its growing pains, and are watching with keen interest to see the state of the scheme as it approaches its third year of operation.

The YTP guarantees a year of education and training for 16-year-olds, and some places for 17-year-olds, at a cost of about £49m a year. This year it is expected to provide 6,700 places for 16-year-olds, catering for just over 70 per cent of leavers neither in full-time education nor in a job, according to last year's figures.

Refusal rates are high, partly because of geographical problems of distance, partly because of the draining mix of social and economic problems facing some areas. There are other problems, too, although the consensus is that the programme is working well.

For the employers a major difficulty is money. Twenty-five pounds a week, they say, is simply not enough to entice young people off the dole, especially when travel costs are high. They also complain that the profiling system in use in the programme is too complex.

The system, the log book and review method designed by the City and Guilds of London Institute, is throwing up a number of headaches, although the principles of continuous and self-assessment are still widely supported.

Trainers, especially those of the old school, used to marking work 'fair' or 'good', feel uneasy with the new and complicated system, where positive remarks must be made at all costs. Others simply find the whole exercise too time-consuming.

Educators see the main problems differently. The two big ones, according to Mr Norman Morrison, chief inspector of further education for the Department of Education in Northern Ireland, are quality control, staff development and training.

Training . . . one of the ways to keep the youngsters off the streets

To help tackle the latter, a staff development unit has been set up at Ulster Polytechnic, but the former poses deep-seated difficulties.

What trainees learn in their guaranteed year of education and training varies enormously. Unlike the England and Wales Youth Training Scheme, the YTP is organized to a great extent through the further education system, which accounts for about 40 per cent of provision.

Outside the colleges, places are provided by government training centres, community-run workshops and other community and voluntary schemes. Employers play a relatively small part in the programme – not surprisingly in a region where unemployment generally runs at about 26 per cent and the unemployment rate for the under-25s is 41 per cent.

Trainees going into one of the 12 government training centres get a six-month introduction to a range of four skill areas and a work experience placement, followed by six months training in one range of skills. The atmosphere of the centres is specifically designed to duplicate the world of work, and trainees have to clock on and off and keep to a strict timetable.

In contrast, life in the 40-plus Work Preparation Units, the community-led workshops funded by the Department of Economic Development, is far more relaxed. Girls sew rag dolls and boys make telephone tables for sale. Pensioners come into the hairdressing salon for a cheap perm, and the woodwork shop makes camping equipment boxes for the local Boy Scouts.

The workshops are well-funded and enjoy generous staff-student ratios, but there is a question mark over the exact skills that student learn, and the standard of some of the teaching.

Even so, success rates are reasonable. At the Bann Area Training Services workshops, in Coleraine, over the past five years (the workshops predate the YTP) 80 per cent of young people who completed their courses left to take jobs, and some of the present trainees have ambitious plans for part-time upholstery and sewing businesses, should they fail to find work when they leave.

Overall just over 50 per cent of trainees leave the YTP to take jobs. For those who fail to find work the programme offers the chance of a second year's training. However, take-up has been poorer than expected – last year only 3,500 17-year-olds returned to the programme, 1,000 fewer than were anticipated.

The main reason, according to a spokesman from the DED, is a sense of hopelessness at being unable to get a job, even at the end of yet another year's training.

As a result, from this summer, instead of trainees returning to spend another year on a weekly grant of £25, employers will be offered £25 for every 17-year-old they recruit into a job (with training). Young people will be offered up to £50 a week for these "real" jobs, and it is hoped that about 5,000 will take up the offer.

A further adjustment is to be made in the programme for next year by placing the emphasis more firmly on partnership schemes, involving more than one provider. Major providers have tended to propose year-long schemes, which fail to provide the mix and integration of experiences originally intended. This is now to be counteracted by an insistence that all proposals for new or renewed schemes must be presented as partnership schemes.

Unlike the YTS, the YTP is run jointly by the DED and the DENI, through an inter-departmental executive, advised by the Manpower Advisory Council on which all representatives of all the main interest groups.

Although some tensions are apparent between the manpower and education departments (mainly about money, although sometimes also about priorities), the power-sharing appears to work amicably enough, helped along by the relatively small scale of operations, which allows problems to be sorted out quickly and on a personal basis.

Another definite plus for the programme is the way it caters for unqualified and unmotivated youngsters through the well-known Youthways courses. These courses, started before the YTP, but now included in it, give Ulster's most apathetic youngsters a grounding in basic skills, help to boost their confidence, and channel them on to succeeding parts of the programme. Their success in placing youngsters in jobs has been startling.

The YTP, of course, cannot afford to fail. While no society likes alienated and jobless youngsters cluttering up its street corners, in Northern Ireland they could be literally lethal – willing recruits into the para-military organizations on both sides of the sectarian divide.

Mr Jim Prior the Northern Ireland Secretary, acknowledged this urgent reality when welcoming the Council of Europe delegates to Belfast. "We must", he emphasized, "find something to keep them interested, to keep them on our side, something to keep them away from the problems they would otherwise get into."

Youngsters on YTS now benefit from 21-hours rule

by Diane Spencer

People who have been on Youth Training Schemes will now be allowed to go straight on to college courses for up to 21 hours a week without losing supplementary benefit.

Until now, the rules said they had to be receiving benefit for three months before being eligible for the 21 hour rule courses. This condition still applies to other claimants.

The Department of Education and Science has issued a memorandum to local education authorities and colleges about the relaxation of the rules. But the Department stressed that unemployed YTS leavers would still have to remain available for work in order to claim benefit.

Unemployed adults and young people who have not just left the YTS schemes can study up to 15 hours a week, including homework, without loss of benefit during the qualifying period.

Parliament is likely to approve a change in this regulation to limit study to 12 hours a week excluding private study as this will avoid having to check the time spent on homework.

Job Centres and local benefit offices are being encouraged to display information about courses, because a survey carried out by the Youthaid organisation suggested more unemployed people would take advantage of the 21 hour rule if they knew about it.

More to study architecture

The number of students taking architecture courses increased by 7.5 per cent last year with the polytechnic intake at a record level, the Royal Institute of British Architects says in its annual education survey.

New entrants increased from 1,605 in 1982/3 to 1,726 in 1983/4, with a slight increase in the proportion of women – 21.3 per cent compared with 21 per cent.

Education statistics 1983/4, RIBA, 66 Portland Place, London, W1.

NEWS

NOTICEBOARD

PEOPLE...

The Knighthood of St Gregory the Great was conferred on Mr Bryan Sanktune, who has been appointed Principal of the new Catholic Sixth-form College in Clapham, south London. The award was made for his commitment, dedication and achievements in Catholic education.

UNIVERSITY APPOINTMENT

Dr Gordon Wells, reader in education at the University of Bristol and Director of the Longitudinal Study *Language at Home* and at School, to be professor at the Ontario Institute for Studies in Education, Toronto. The Bristol study will continue and enquiries should be directed to the secretary of the Centre for the Study of Language and Communication, University of Bristol, or to Professor Wells in Toronto.

ADMINISTRATIVE APPOINTMENTS

Nicki Jackowska, poet and fiction writer, has been awarded an Arts Council Writer's Fellowship for 1984 – 5, working for approximately two days a week in Thomas Bennett Community School, Crawley, Sussex.

PRIZEWINNERS

Alistair Perry, a 13-year-old pupil of Abingdon School, Oxfordshire, has won a major prize in the W H Smith Young Writers' Competition. Over 93 prizes worth more than £4,000 were awarded by the judges Michael Baldwin, Andrew Davies, Ted Hughes, Margaret Marshall and Kaye Webb.

Les Bunker and David Omar, 17-year-old pupils of The Ridings High School, Winterbourne, Bristol, have won first prize in the 1984 Schools Electronic Design Award Competition for the development of the network system for BBC or IBM micro-computers. Second place went to 14-year-old Malcolm Mickie, a pupil at Scarborough College, North Yorkshire for his multi-purpose laboratory timer. Third prizewinners were Rosemary Erskine, 16, Nicola Hargreaves, 15, and Juliet Wright, 16, of Norwich High School for Girls, who designed a digital anemometer wind direction indicator.

CONFERENCES...

September 12 – 14
An international conference on Peace Studies in Higher Education at the School of Peace Studies, University of Bradford. Residential fee £47. Details from the conference organizer, School of Peace Studies, University of Bradford, Bradford BD7 1DP.

September 22 – 23
Community Involvement Today, for Tomorrow – National Association for Primary Education autumn conference at Whitelands College, London SW15. Speakers include Geoffrey Elsmore, Chief HMI Primary Education, and there will be contributions from the Community Education Development Centre, Coventry, and from Cranford Community School, Hounslow. Non-members are welcome. Details from Margaret Weeden, 14 Barnfield, Cranleigh, Surrey GU6 7BN.

September 29
Aspects of Total Communication at the College of Ripon and York St John, York from 10am – 5pm. Afternoon sessions chaired by Dennis Child, Professor of Education and Psychology at Leeds University, on training the counselling parents, the Newcastle Sign Reading Project, the use of total communication for hearing children with communication problems and teacher training. Entrance by ticket only, £5. Details from the course co-ordinator, Beverley School for the Deaf and the Partially Hearing, Beverley Road, Saltersgill, Middlesbrough, Cleveland TS4 3LQ.

EVENTS...

October 6 – 9
Scottish Careers and Education 84 Exhibition at the Anderston Exhibition and Conference Centre, Anderston, Glasgow. Details from Pamela McGibbon, Trade Exhibitions Scotland House, Ancaster Road, Crieff, Perthshire PH7 4AL.

October 14 – 21
Bristol Arts Festival for Children will include workshops, exhibitions, performances and opportunities for contact with artists and performers. Among those taking part will be Extemporary Dance Theatre, London Stylistetta, Children's Music Theatre, Atarah's Band, Adrian Hedley, Albion Wind Ensemble, Ekome, Rohan de Saram and Whirligig. A Children's Book Fair will be opened on Tuesday October 16. Details from the Festival Office, Colston House, Colston Street, Bristol BS1 5AQ.

SUMMER HOLIDAYS...

City of London Trail
A leaflet comprising a map and a quiz will lead children around the city of London as part of the Festival of Architecture. Leaflets are available from public libraries in Westminster and the City of London and from the Royal Institute of British Architects, 66 Portland Place, London W1. Two complementary competitions are being held at the Guildhall. One is for drawings based on the trail and the other is a Lego competition to rebuild or redesign any of the buildings seen.

Natural History Museum
The Family Centre will be open from August 1 to 31, 10.30 am – 12.30 and 2 pm – 4 pm Monday to Friday and 2.30 pm – 5 pm on Sundays (closed on Saturdays). There will be opportunities to work with museum staff examining specimens from the museum's collections such as bones, fossils and stuffed birds. Activity sheets, for which there is a small charge, are available for use in the galleries. Admission to the centre is free.

Barbican Centre
Summer in the City – a family festival from August 12 – 19 will include a teddy bear's picnic, concerts including audience participation, exhibitions, and inflatable maze, children's films, children's theatre, music from around the world, storytelling, a barbecue, puppet shows, poetry and a Lego competition. Full details from the Barbican Centre, London EC2.

Barking
The North East London Polytechnic sports facilities at Wood Lane Sports Centre and NELP's Barking site will be open to local children from 10 am – 12 and 2 pm – 4 pm until August 31. Qualified staff will be available to coach children in badminton, cricket, rounders, softball, tennis, basketball, volleyball, trampolining, rugby, football, swimming and weight training. Admission 50p per session.

RECENT PUBLICATIONS...

Purpose and Planning in the Humanities Curriculum
Professor Peter Gordon's inaugural lecture delivered at the University of London Institute of Education on March 6, 1984 has been published by the Institute in its series of Inaugural and Special Lectures. It is available from the Information Office at the Institute, 20 Bedford Way, London WC1H 0AL, price £1.50, including postage.

Action and Words
A guide to sharing literacy skills in community groups published jointly by the National Federation and Voluntary Literacy Schemes and the Adult Literacy and Basic Skills Unit is aimed at community groups whose members wish to improve some aspect of their reading and writing, rather than at professional educators. Copies are available from ALBSU, Kingsbourne House, 229-231 High Holborn, London WC1 price 60p.

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Picture: Janine Wiedel

David Lister meets Professor Richard Hoggart who is retiring after a distinguished career

Uniting arts and social change

Richard Hoggart retires next month with the consuming passions of his life under threat.

☐ Adult education which he has championed for 40 years continues to bleed from financial cuts.

☐ The universities, which he has served in several capacities culminating in his seven-year rectorship of Goldsmiths' College, are viewed as ideologically suspect by a government that controls their purse strings.

☐ UNESCO, where he was assistant director general for five years, has been told by the United States that it is pulling out taking a quarter of the budget with it. And Mrs Thatcher, too, is making threatening noises.

☐ The Arts Council, from which he maintains he was "sacked" as vice chairman because No 10 did not like his politics, undergoes continued traumas.

☐ Television, which, in his view, has at its best allowed literature, and more importantly, information, to cross the class divides, is about to be undermined by the cable revolution which, he says, heralds a "communications wasteland".

☐ Literature and the arts, which he has always seen as liberating forces and with which he still unashamedly and unfashionably conducts a love affair, are seldom the subject of serious conversation in Thatcherite Britain, and virtually never the object of serious money. To his greater ire, they are undervalued by the Left too.

☐ And to cap it all, *Lady Chatterley's Lover*, which he went into the witness box to defend over 20 years ago, has just been banned from a school library by a headmaster.

Professor Hoggart's departure from Goldsmiths' means a formal farewell to one of the small band of democratic socialist intellectuals who has successfully combined a devotion to literature and the arts with sustained and practical endeavour for social change.

His own roots – brought up by his grandmother in a working class suburb of Leeds – are signposted in his 1957 masterpiece *The Uses of Literacy* (one of the surprisingly few books as opposed to articles and reports that he has written) and have without doubt informed the class analysis which he has brought to nearly all his writings and thought.

This book started off as an academic work on mass communications and popular culture but is best remembered for what he has described as an afterthought – the semi-autobiographical descriptions of working class life which have sealed him a place in English literature as well as English social history.

Though his environment now is the world of academia, government committees and the international lecture circuit, he remains motivated by the same concerns with which he started his career and dismayed by the philistinism and anti-intellectualism he sees in the dominant cliques of both Right and Left, though not, he steadfastly maintains, in the mass of the people.

"The popular press assumes that British people are anti-artistic" he says. "I don't think they are. They may be often unartistic for lots of reasons. They also assume they are anti-intellectual. I don't believe that. They are often un-intellectual for lots of reasons, cultural, historical, educational."

And, he adds, chuckling over a statistic which plainly delights him in the surprise it causes others, "more people go to drama in any one year than go to football".

But he feels the debate on the arts in Britain is totally inadequate from both sides of the political spectrum. As with many middle-of-the-road socialists (which is how he describes himself) his intellectual argument is politely directed at the Right but his real venom at the Left.

"The far Left are very often just plain silly. They will dismiss high literature, which I think is one of the best achievements of any society, as a merely bourgeois con act. And the people who do this are usually middle class graduates.

"There's this extraordinary relativism now. People are terribly, terribly bothered about making any judgments. If I give a lecture and say, yes, it's difficult to read good literature but it's important that you do, you're never the same again after experiencing *King Lear* and all that, somebody invariably comes up to me and says 'But aren't you being elitist.' I say: 'No I'm not being elitist if that means snobbish, but I'm elitist if you mean I think some works of literature are better than others.' The language that some of these people use can be pretty abusive."

Hoggart was just as irritated by the response of the more conventional arts lovers who castigated him in his last years as Arts Council vice chairman for his part in axing the D'Oyly Carte company. He still considers they had a stranglehold over Gilbert and Sullivan and is slightly amused by how quickly they have slipped from the public consciousness.

Hoggart's dismissal of the far Left extends to much of student union politics which he says "have become the fringe of a fringe, and most students ignore them. Presidents and their aides are elected on minute voting turn-outs. Looking back over the past 15 or so years, most European observers conclude that the upheavals of 1968 and after were not worthwhile. And it is hard to disagree."

He is not completely sympathetic, either, to the university establishments in their current tension with the Government.

The new Conservatives, which he likes to distinguish from the old Tory Party which he still holds in some respect, has a view of education that is at all levels vocational, technology and business-centred (He notes that in Sir Keith Joseph's Sheffield speech the arts were barely mentioned).

"It suspects the social sciences which it sees as uniquely ideological and congenitally left-wing. Its favourite horror novel, in confirmation of that view, is Malcolm Bradbury's *The History Man*. So it doesn't feel all that tender towards the universities," he says.

"Yet, the thrust of the new Conservatism apart, one can say, not to mince words, that the universities were asking for it. They had stood on their autonomy as though it was a fact of nature, not a convention which could always be challenged if times got really bad. They had been responsive to the call to expand but did so almost entirely in their own existing terms. They brushed aside most suggestions that they might rethink.

"Shirley Williams, one of the most friendly of recent Education Secretaries, put before them a list of 13 points about their role now that expansion was over. She is a very good natured woman but did not at all like the brush off she met."

With the intellectual breadth that will be missed once he has gone, Hoggart widens his argument quickly to ask, as few have done, whether the universities are at all concerned about the sort of society today's graduates are evolving.

"There is this new social group – the new professions, especially the communications professions such as the mass media.

"It has reasonably good newspapers, likes wine, French foods, the car, the garden, foreign holidays to other than the honeypot resorts of Spain and the like. These are its more characteristic pursuits. Its members are also well-catered for in their special or even specialist interests, as a glance at one of the larger railway bookstalls shows. While feeding their members into this group the universities have paid little attention not only to what they are doing socially in thus servicing a new stratum but the largest knock-on effect of the yeasting-process we are undergoing, to what is happening down below, to the other 85–90 per cent of society.

"But it can be strongly argued that the cost of selecting and hoisting the service group to their high level, well-provided for in both its shared and its specialist tastes, has been, through the immense bland processes of commercial competition, to create a more solid mass of those outside and below.

"A mass less physically and visually marked than the old social classes and sub-classes but more solidly held together by the tastes they are so insistently urged to cultivate – the leisure industries offerings, the junk food, the packaged resort holidays, the over-hyped TV shows, the indoor games that offer good profits and keep us near a bar. But cultural change interests the great majority of university teachers hardly at all."

The question of a wider analysis of society at large also informs his view of the comprehensive schools debate: "What is hardly ever asked with enough force of analysis behind it is this; which among us has the right to criticize the anti-intellectual, anti-imagination, consumer-mad, sex-and-immediate-gratifications attitudes of even the worst in the worst comprehensive school if we have not related such attitudes to the thrust of society at large?

"If you encourage these attitudes (for profit, of course) and at the same time give the great mass of people the sense that they are socially at the bottom of the heap and likely to remain there, then you will encourage either passive hedonism or, in revolt, manifestations such as punk.

"I know quite well the sympathetic explanations for the rise of punk and the like – as expressions of this sense of rejection and, in turn, of young people's own rejection of domesticated consumerism and the world of the admen. But these are not useful positions. Punk may be an understandable reaction: it is not mature action. Will Sir Keith Joseph please try to acquaint himself better with such perspectives onto our present educational situation?"

In bemoaning the universities' inability to rethink, Hoggart is clearly referring to the arms length attitude to adult education that many institutions still maintain. Since being sent by Hull University to teach adults in North Yorkshire in the 1940s, he has been in the forefront of campaigns on the subject ever since, chairing the Government's advisory council until its demise this year.

He is sad about the still-parlous state of adult education (though the need to fund adequately literacy teaching does seem to have been largely understood) but not disappointed because he never expected much.

"The present Government is not alone. In some ways they do reflect major areas of opinion. The universities in general have a weak hold on the need for more continuing education; most trade unions have done too little and on too narrow a front. These groups are sure they reflect the mood of the majority, that most people think continuing education is at best a subfusc, hole-in-the-corner occupation and a bit comical. They are wrong; over two million people take up one form or another of part-time continuing education."

Ironically, Hoggart has come under fire over the difficult balancing act he has had to perform at Goldsmiths' College, keeping its reputation for high status academic work but not neglecting its commitment to the deprived community around its south London base.

Hoggart, who is, notoriously patient with his critics, dismisses such "grumbles" and points to the fact that the last job he has taken on before retirement is chairing a working party on the future commitment of the college to adult education.

No-one doubts his own commitment. One of the leading figures in the university world describes his two overriding characteristics as constancy and tenacity. "He is undyingly loyal to his main concerns – adult education, UNESCO, and the Labour Party. And he will plug away like a bulldog. He is a model of ideological consistency."

Hoggart's own ideology was spelt out well in the George Orwell Memorial Lecture which he gave earlier this year and which is to be published next month. It is one of the best intellectual critiques of the new Conservatism, its stress on vocational education and consequent disregard for liberal and adult education which is necessary so that people are able to make choices and keep a critical eye on government, its lack of regulation for cable TV where simplistic assertions about the free market will undo so much of what is good about public service broadcasting.

He ends it with a memorable prophecy of doom: "I have a mildly nightmarish vision. It is of a 40-odd-year-old advertising executive living in one of the more fashionable professional suburbs of London or exurbia – Cobham or Sutton or Sevenoaks. He has two children, both at 'independent' schools; his salary prevents him from being eligible for the Assisted Places Scheme, of which he guardedly approves.

"He is rising in his profession, he has just won, to his own and everyone else's surprise, a seat for the Tories from Labour. He talks a lot about discouraging layabouts and is a little short on sympathy for the unemployed, especially the non-professional unemployed; he talks a lot too about encouraging initiative and self-reliance and also about freeing broadcasting from what he likes to call the 'nanny' spirit, and of not feather-bedding artists, especially those who throw a pot of paint in the public's face or at least carry poles on their heads across East Anglia (but he likes the occasional free visit to something not very modern at Covent Garden); he is in favour of reversing the 'ill-fated comprehensive experiment', if he ever thinks about adult education that raises no more than a quick dismissive smile. He is not a very appetising human being, for all the manly smell of Brut.

"Nor does he represent, I like to think, the best continuing tradition of Conservatism. That resided in people like Edward Boyle, and it may yet prove to have greater staying-power than the style of the 'Flash Harrys' who now make up so much of the new Tory majority. I hope so; as I hope that some of the old Left – that which was exemplified above all in such men as Tawney in academic life and Aneurin Bevan in politics – will find their Eighties' forms of words. Those two groups, while not uniting, could nevertheless come from different wings to give us a more attractive vision of a future for this society than most of those on the left of the Left, or than the Government of Mrs Thatcher could ever give us."

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States proclaim a year of generosity

America's state governments, reviewing a year of unprecedented educational reform in the United States, claimed last week that almost every state in the nation was devoting more money, energy and creativity to the schools than ever before.

At a meeting of the National Governors' Conference in Nashville, Tennessee, state governors issued a joint report saying individual states had responded overwhelmingly to a governors' appeal a year ago to make school improvement a major priority.

The report says that more than 250 committees and panels are now studying sweeping reforms in all aspects of American education, with literally thousands of education bills submitted in state legislatures around the country.

"Teacher certification, high school graduation and post-secondary admission standards have been raised in many states," the report adds. "Business leaders, community groups and countless individuals who have not customarily been involved in education have joined together in the last year to define and carry out a new agenda for education."

The report makes the governors the second tier of government in the United States to declare victory in the battle to improve educational standards. In a review earlier this year, the federal Department of Education attributed a flood of educational reforms to the publication last year of the Reagan Administration's *Nation at Risk* report.

What makes the latest report different is that the Governors' Conference, a bipartisan organization representing Democratic and Republican legislatures alike, is also convinced that something unusual is going on in American schools.

The governors, understandably, attach less importance to the impact of the Government's *Nation at Risk* report and more to a less-noticed report of their own published at about the same time last year. That report, *Action for Excellence*, called on states to adopt eight recommendations for reform.

They included drawing up statewide reorganization plans – creating more partnerships between schools, business and the community; devoting more resources to education; increasing the status of teachers; improving the curriculum; devising better quality control in education; improving school management; and serving minorities better.

On every count, the governors now say, progress has been remarkable:

☐ Responding to appeals for statewide planning, some 46 states are working on comprehensive reform plans, 27 of which started in the last 14 months.

In North Carolina, for example, a reform plan published last April calls for smaller class sizes, higher teacher pay and the creation of a centre for the advancement of teaching. The North Carolina General Assembly has approved a $300m expansion budget for education.

UNITED STATES

Peter David on the glowing performance review from the Governors' Conference

☐ The recommendation for business-school-community partnerships has been widely adopted. More than 1,000 businessmen in the Dallas independent school district have "adopted" virtually every one of the 200 schools in the area, providing extra funds, equipment and volunteer tutors.

In another typical example, the IBM Corporation has donated 2,000 personal computers to 130 elementary and secondary schools as part of a $12m programme to train teachers and students to use computers. And in Colorado, local businesses are helping to set up a programme offering school-leavers special courses in "employability skills".

☐ Some 15 states have responded to the recommendation for increased spending. Since 1982, the governors claim, increased support from states and districts has offset the Federal Government's reductions in education spending.

Over the last five years, the state share of the education tab has increased 2 per cent, and local government contributions appear to be picking up after a steady decline from 1969 to 1982. Corporate business contributions are running at over $50m a year and show signs of increasing.

☐ Increasing public regard for teachers has been a feature of most state reform plans, the report says. For 1983–84, 16 states report salary increases of 8 per cent or more. And since 1981, 17 states have stepped up their programmes to recognize and reward outstanding teachers by providing cash awards or grants.

Nineteen states have also passed master-teacher or career ladder merit pay initiatives, providing opportunities for exceptional teachers a shortcut to higher pay and status. Some 28 states are offering financial incentives such as loans or scholarships to lure talented people into the teaching profession.

☐ The plea for curriculum reform appears to have been heard, too. In the past three years, 39 states have started to review the curriculum, 26 states in the last year alone. Changes include new core curricula focused on the academic basics and better laboratories for science education.

Many of the initiatives have also tried to increase the amount of time pupils spend in class. Twenty-seven states have tried to lengthen the school day, reduce extracurricular activities or cut the number of days pupils are allowed off.

☐ Most states are looking for better ways to monitor the quality of education they provide. Almost every state has recently introduced stiffer standards for teacher certification or annual teacher evaluations. Some 33 states have raised the academic threshold for high school graduation or promotion from one class to the next.

☐ Improving school management has been an issue in many reform plans. Twenty-nine states have initiated programmes in the last 14 months, ranging from institutes for head teachers to the use of private management firms to enhance school efficiency.

☐ The governors' eighth and final recommendation, increasing services for the educationally disadvantaged, is acknowledged in their new progress report to be the most difficult of all. Nevertheless, 18 states report new efforts to deal with dropouts and truants and 26 states have started new programmes over the past three years to cater better for female, minority and handicapped students.

The governors' national efforts for educational reform are being coordinated by a committee chaired by Mr Pierre Du Pont, the Governor of Delaware. In a press conference last week, he said the general attitude of state legislatures to education was far more encouraging than in the recent past.

But he added: "If we stop here, we will quickly find ourselves falling behind again. The challenge ahead of us now is to build on the momentum we have developed over the past couple of years."

Picture of neglect

AUSTRALIA

Luis Garcia reports on a survey that shows inadequacies for minority groups

A national survey of conditions in Government schools has painted a picture of neglect affecting three-quarters, or more than 1.5 million of Australia's school children.

In particular the survey points to grave inadequacies in teaching migrant and Aboriginal students; in class sizes; and in the physical state of many schools.

Just as importantly the survey shows that there are still 1,350 classrooms in Australia with asbestos in deteriorating condition posing risk for thousands of children.

The findings are contained in the 1984 National Survey of Conditions in Government Schools, conducted by the Australian teachers' federation, the National Teacher Union.

The survey, which cost the federation more than 20,000 Australian dollars, (£12,800) is based on a questionnaire sent to more than 1,000 or 15.6 per cent Government schools in all states and territories.

The federation's president, Mr Van Davy, said the survey showed how imperative it was for the federal Labour Government to provide the 111 million Australian dollars promised during the 1983 election campaign.

He said the Government also must provide additional resources for buildings for migrant and Aboriginal education and in other areas of need in its funding guidelines for 1985.

For its part the Government appears to have taken notice of the teachers' survey – the only major nationwide investigation of conditions in Australian schools.

Among the survey's detailed findings are: "One third of classrooms have overdue maintenance affecting child safety." Schools are running out of space — 7,200 will be needed to replace temporary accommodation.

●Most classes have more students in them, than the maximum numbers recommended by the Commonwealth Schools Commission, with 65 per cent of primary and 76 per cent of junior primary classes having more than 25 students.

●Three quarters of schools with migrant students need English language help but do not have special English Teachers. The overall ratio is one specialist teacher for every 160 migrant students.

●About 95 per cent of schools with Aboriginal students have no teacher trained in aboriginal needs.

The survey shows an apparent bias against women seeking promotion. It found that although 54 per cent of all qualified teachers are women only 8.5 per cent of school principals are women.

On class sizes it found that overcrowding is especially bad in the Northern and Australian capital territories, in Western Australia and Queensland primary schools.

The survey quotes a figure of 47,000 Aboriginal students enrolled in 37.9 per cent of Government schools, but says that only 200 teachers have any specialized training in Aboriginal education, a ratio of about 224 Aboriginal students to every specialized teacher.

On the asbestos question, the survey found that 200 schools were affected.

An Aboriginal child attends kindergarten as early preparation for school.

Pupil control: how innocents get caught in the classroom dragnet

DAVID KIRP'S AMERICA

Random searches of students' lockers – drugs, liquor and weapons are the usual targets – occur routinely in a growing number of school districts. There are schools where students pass daily through metal detectors on their way to class. Security guards are almost as common as hall monitors used to be, and they regularly search students to whom the faintest suspicion of wrong-doing attaches.

In a suit now before the US Supreme Court, for instance, an assistant principal who was trying to wring from a student the confession that she had smoked in the bathroom, cleaned out her purse looking for cigarettes – to no apparent purpose, since smoking was permitted in certain parts of the school. And searches don't always stop with a purse check or a pat-down; students have been stripped and searched.

Real threats to physical safety prompt those responses. In Detroit, for example, security guards have collected 59 guns as well as 69 knives and other weapons since the beginning of the school year. But what gets forgotten in the stress on security is that innocent students – and they remain the overwhelming majority – get caught up with the guilty handful in the administrative dragnet, and in the process lose faith in their own innocence.

"It was incredible," said one student who, standing outside school with a group of her friends, was herded into the school security office and frisked. "Thrown up against the wall like a criminal when we hadn't done anything." In a Brooklyn primary school, school officials hunting for $50 missing from a substitute teacher's handbag strip-searched an entire class of third graders.

Youngsters already searched had to stand next to the search-chamber, listening to their classmates crying while they were being searched. That's the extreme – but it's the extreme to which the new regime of pupil control points.

School officials take a hard-nosed view of these things. For inner city administrators, especially, the school is a war zone and they're fighting back with all the weapons they have. Detroit's superintendent states bluntly that "the stakes are too high, in our schools and in our community," to fret about the loss of student rights.

Yet it's always when the stakes are high that constitutional rights are most at risk – and most important. It is in the nature of liberty to make it harder for authorities to maintain order. But keeping official power within bounds confirms that authority isn't omnicompetent or omnipotent, and that's a valuable lesson for schools in a democracy to be teaching the young.

The point isn't to harass principals or needlessly expose youngsters to risk. But judges and school boards should be telling administrators that there are some things, such as strip searches, that they cannot do in school, period, and that there are other things – frisks and handbag searches, for instance – that are acceptable only if there's strong evidence that the student has committed a crime.

A parent who fought against supersecurity tactics in her son's school explains why: "We will become the school that has our children pass through these portals and be presumed guilty. That is not the principle on which this society is founded." Amen to that.

A Houston high school senior recently took to dyeing the fringe of his blond hair and wearing a little pigtail.

He had hopes of being a smash at the prom – and indeed, the new style quickly became a local fad – but school officials reached for the dress code. "Extreme hairstyles are not permitted," they concluded, and warned the young man to un-dye his hair or stay away from commencement. The student responded by suing the school, which capitulated; it was a two-toned student who appeared at graduation last month.

What makes this story special is that it occurred in 1984, when the very notion that students might sue school officials over matters of personal liberty seems exotic.

It was not always that way, though. During the 1960s, all sorts of student "rights" claims were regularly aired. There were disputes over armbands protesting the Vietnam War and battles over student newspapers – with courts debating, for instance, whether a principal could censor an article accusing him of having a "sick mind."

Cases about hairstyles filled the courts. In those days, it wasn't colour but length that was the subject of contention. Dozens of judges opined on the constitutionality of coiffering codes. A book was even written on the subject.

Today, this all seems as ancient – and as irrelevant – as the Peloponnesian Wars. Students are regularly disciplined, a new study of Indiana high school youngsters reports that one in six are suspended or expelled from school each year, with little mention made of student rights. Underground newspapers, lapel badges, and all the political paraphernalia seem, for the nonce, a think of the past.

This is not to say that students have been transformed into angels, of course. Discipline remains very much an issue. And although the incidence of violence in the schools has been dropping since the mid-1970s, enough terrible things still regularly occur – lunch money crimes, drug deals, physical assaults – to be a source of genuine concern. In the annual Gallup survey of attitudes toward education, discipline has been at or near the top of the list of popular worries for some time.

But the way that the discipline issue is addressed in the schools *has* changed. A decade ago, administrators were fretting that the courts were going to tell them how to manage their lives, but remarkably little judicial intervention has actually occurred. Now, the belief that the Constitution properly limits what administrators can do in maintaining control – the belief that students have liberties worth preserving – gets the back of the hand.

OVERSEAS

John O'Leary reports from the Commonwealth Education Ministers' Conference in Nicosia

What happens when the money runs out

Private funding is being accepted as an indispensable supplement to state education systems even in the Socialist countries of the Commonwealth, education ministers learned at a conference in Cyprus last week.

Governments of developing countries particularly have been unable to keep pace with spiralling costs and ever-increasing demands for education. Some are devoting 20 per cent or more of their national budgets to education but still cannot cope with growing school-age populations.

As a result, a number of governments have had to swallow their political pride and seek funds from parents, churches and business. And delegates to the Commonwealth Education Ministers' conference, in Nicosia, were eager to swop ideas on how extra resources could be raised.

The subject was perhaps the most productive of the three items of the meeting, which was again dominated by the issue of overseas student fees. The third theme, of youth unemployment, concerned every minister but meant different things to different countries. Ministers accepted the proposition in a working paper by Dr Kenneth King, director of the Centre for African Studies at Edinburgh University, that there is no common youth unemployment problem across the Commonwealth. He argued that the large majority of people in developing countries had no expectations of salaried employment.

However, working groups on resources for education were able to identify a number of common approaches, especially for the developing nations. The ministers accepted that few Commonwealth countries were likely to be able to afford to devote more government money to education, so they would have to look elsewhere.

Jamaica had introduced an additional 1 per cent income tax specifically for education and Sri Lanka was running a lottery to finance extra scholarships, for example. In Papua New Guinea, the schools board had bought a coffee plantation to make money for education.

Sponsorship by industrial and commercial firms was taking place in some countries, but the most common sources of funds were the parents or the schools themselves. A working paper by Professor Peter Williams, the new head of the Commonwealth Secretariat's education programme, asked whether support for community initiatives could be reconciled with the maintenance of equality, given that wealthier communities could afford to be more self-reliant. But none of the national submissions admitted to such doubts.

Zimbabwe, for example, was spending about 20 per cent of its budget on education but still relied on parents for 70 per cent of the cost of capital development in secondary schools. The Government had decided not to nationalize education, leaving 90 per cent of institutions privately owned.

The acceptance of such themes, often justified in terms of raising community involvement in education, was symptomatic of a down-to-earth approach throughout the conference. When the Minister of Education for Lesotho made a speech blaming the British colonial legacy for the deficiencies of education in developing countries, the Zimbabwean minister was among the first to disown the remarks.

Nevertheless, a succession of ministers from Africa, Asia and the Caribbean accused the British Government of endangering the very existence of the Commonwealth by persisting with its full-cost fees policy. But Mr Peter Brooke, minister for higher education, offered no concessions. – *THES*

Britain gets lion's share of job creation funds

EEC

Anne Good on how European money will help local projects

In a controversial decision, the European Commission this week awarded the largest slice of this year's £1.1 billion European Social Fund to Britain, whose training programmes and job creation schemes will benefit by about £350m.

Replying to criticisms from other member countries about the United Kingdom's expanding share of the fund (which has gone from under a quarter of the total in 1981 to almost a third this year), Commission officials pointed out that UK training bodies, unlike many others, "are doing their homework".

With 75 per cent of the fund now earmarked for young people, the Manpower Services Commission's concentration on youth training fits into the EEC priority. So the MSC is getting between £150m and £200m from Europe each year to help pay for its Youth Training Schemes. And other member countries, such as Italy, which place greater emphasis on adult needs, are losing ground.

Last year's reorganization of the ESF aimed at encouraging training organized at a local level as well as big national schemes. Here too British local authorities have been quick to seize the opportunity. Many of them from all over Britain have sent delegations to visit the Commission and ensure that their new programmes fit into Brussels criteria.

Birmingham Metropolitan District council is one such authority. Under a scheme just approved, 3,000 youngsters who were unable to fing jobs after their initial training will be able to do a more advanced course.

While the greatest proportion of ESF money goes to this kind of standard training, a number of more innovatory projects deserve mention. In Merseyside, for example, £30,000 will go from the ESF towards training 12 unemployed youngsters in various communication skills so that they can provide community groups with access to cable television.

Another interesting new ESF-backed project will re-train 168 young fishermen, mainly from the north of England and Scotland, so that they can move from deep sea to inshore fishing.

New technology gets a special boost with funding of a major MSC programme to train 900 young people in computer programming and systems analysis. On a small scale, with ESF help Lucas Aerospace will train 152 young workers, (now threatened with redundancy) in computer-aided design and robotics.

Phonetic idea proves sound

CHINA

A new system of teaching written Chinese, by learning characters with the help of a phonetic alphabet, has proved highly successful in experiments carried out in primary schools in Heilongjiang province, north-east China.

Under the traditional method, the progress of Chinese primary school children in learning to read and write lags about two years behind those from countries with alphabetic systems of writing. This is because they initially got bogged down in having to learn the thousands of non-phonetic characters which make up the Chinese written language at the age – seven and eight years old – when, according to Chinese psychologists, they could most effectively be absorbing language training and developing their intelligence.

Under the new system, children are first taught pinyin, the Chinese phonetic alphabet which uses roman letters. Then, when they have mastered reading and writing sentences fluently in pinyin, Chinese characters are introduced in a dual text.

Because they read earlier, say the researchers, they have accumulated more knowledge and "generally have a wider field of vision".

Jane Marshall

LETTERS

Misunderstanding life skills

Sir – The Associated Examining Board's proposal (*TES*, July 20) to introduce a test in life skills, shows a disturbing and abysmal failure to understand what work in life skills is all about.

I suppose it had to happen, because of the seemingly incradicable tradition in English education that nothing is valid unless it can be examined. The development of life skills courses in schools is the most heartening evidence of recent years that schools are at last beginning to recognize that their responsibilities to young people are far wider than simply providing them with O level passes in maths, English or whatever.

It is also a belated response to what many people in industry and commerce have been saying to us for years; O levels are important and often necessary, but what have schools been doing to ensure that young adults have the confidence, the self-knowledge and the versatility to tackle the many and varied challenges they will meet in a post-industrial society?

The ultimate test of life skills courses, if test there has to be, will be that they will eventually be no longer necessary, for we shall have created a generation of parents who will be able

Banking . . . money management skills

to undertake confidently and successfully the task of nurturing their children, a task which has always been rightfully theirs, but one for which far too many have lacked the skills and the expertise.

But if we are trying to reinforce success in young people – and Sir Keith Joseph's recent proposals for the development of profiling rightly emphasize this – then an examination in life skills is the last thing we need. How would you feel if, for your performance in the CSE Life Skills Examination, you were awarded "ungraded"?

ALAN McMURRAY
Principal
Hind Leys College
Loughborough

Valuable test

Sir – Why are Mr Leonard and his National Association of Careers and Guidance Teachers so opposed to a test in life skills? (*TES*, July 20). It was developed by the AEB in response to many requests from teachers and after many employers had expressed their interest in such a test.

The AEB test does not attempt to cover all of the many different aspects of life skills. It concentrates on some which are common to most courses and which can be tested reliably and validly. The board has never sought to test everything that is learned and has no wish to issue certificates which have no value to their recipients.

One of the aims of a course leading to this test is to give young people knowledge and skills which will enable them to be more effective in obtaining information, making decisions and solving problems. Does Mr Leonard believe that this is "silly, absurd and immoral"? The test covers topics on life style, money management and living in the community. Are these topics silly, absurd and immoral? And why should it be silly, absurd and immoral to give young people the opportunity to take a test and gain a certificate which employers think is worthwhile?

The board's test in life skills has progressed beyond the planning stage. The first test was taken in May by about 2,500 young people from wide ranges of age and ability with considerable success. If, as Mr Leonard predicts, "every commercial company in the land will be asking for it", the board's confidence in its value will be fully confirmed.

J A DAY
Secretary General
The Associated Examining Board
Wellington House
Aldershot
Hampshire

Fully resolved

Sir – Just two factual points on last Friday's leader (*TES*, July 27). One-hundred-and-one local authorities were invited to be represented at the conference of the Council of Local Education Authorities: representatives of 77 l.e.a.s turned up. Thus, it would be fairer to say about a quarter rather than a third of the l.e.a.s were not represented. It should go without saying that not all representatives choose or are mandated to vote on every motion.

Much more serious, however, is your statement that the resolution passed by CLEA at its meeting on Wednesday, July 18, restating its unanimous opposition to the "Training for Jobs" White Paper was "quietly remitted" to CLEA.

The conference did no such thing. I moved the adoption of the CLEA resolution. Philip Merridale, my vice-chairman, seconded it and the conference enthusiastically endorsed it. Subsequently, the conference remitted six other motions which elaborated the same theme to CLEA.

NICOLE HARRISON
Chairman
CLEA
Eaton House
66a Eaton Square
London SWI

Quote source

Sir – Husserl is accredited with having said about the classroom that "All the student needs to see is thinking going on in front of him." Is anybody able to give me further details of where these words occur?

STUART MITCHELL
Department of General Studies
St Albans College
Hertfordshire

Letters for publication should be kept as brief as possible and typed on one side of the paper only. The Editor reserves the right to cut or amend them.

Beard flicks

Sir – I should like to continue the correspondence about the "itchy beard" phenomenon as I have come across some new information.

My son initially drew my attention to the gesture, and I asked my niece and her friend (both 14-years-old attending London schools) about it. They became quite coy and giggly but eventually admitted it was something they did, and that they said "Jimmy Hill" at the same time. I was unclear about why they should have been so embarrassed, but I think I may have found an answer in Desmond Morris's book *Gestures, their origin and distribution* (1979).

In this study of people throughout western Europe, Desmond Morris's team looked for evidence for over 20 different non-verbal communications, and tried to find out their meaning. There is a chapter devoted to the "chin flick". It identified three main meanings: disinterest, negation and disbelief.

Interestingly it was absent from the UK but common in France and Italy, and occasionally found in other parts of Europe. The implication seems to be that it is spreading, and like imported words into the language, non-verbals move over the Channel, too.

Perhaps the reason for the embarrassment of my two teenage friends is understandable from this quote from the book: "The major use of the chin flick is as a disinterest signal, and the French name for it – la barbe (the beard) – gives the clue as to its origin in this capacity. It is a symbolic beard flick, the gesturer flipping his real or imaginary beard upwards and forwards at his companion. As a simple insult, this means 'I point my masculinity at you' "

DR TONY WAINWRIGHT
24 Grove Park
London SE5

LETTERS

Maths profile

Sir – I cannot let Frank Tapson's challenge (Talkback, July 13) go unanswered; he asks for a reputable examining body to validate the awards of a 16-plus grade in mathematics on the basis of school-based continuous assessment. Graded Assessment in Mathematics (GAIM) promises this and much more.

The project is jointly managed by the University of London School Examinations Board (GCE), the London Regional (CSE) Examining Board, the ILEA and Chelsea College, and has Nuffield support. Our aim is to provide a detailed profile, structured into 10 or more progressive levels, of a student's current achievement in mathematics throughout the secondary school (and beyond) in terms of both specific concepts/skills and more general problem-solving processes.

The GAIM project, which at present involves a team of nine and includes teachers seconded from Kent and Merton as well as ILEA and Chelsea College, runs parallel to similar developments in science, CDT, English and modern languages, all forming part of the London Record of Achievement. It has been agreed that a particular level in each subject will be fully equivalent to a GCE grade C awarded by the University of London School Examinations Board; many of us are keen to ensure that there will in fact be full equivalence between each of the seven GSCE grades and the appropriate GAIM level.

We hope that GAIM assessment will be both continuous and school-based, although an external element at some levels may be necessary to ensure public confidence. It will thus provide throughout the course the diagnostic information for teachers which Frank Tapson values so much. GAIM will have the additional advantage over GCSE examinations of being available to *all* pupils, and the early levels have been designed to ensure that even the lower attaining students, given reasonable application, can progress through two or three levels during their secondary school careers.

All this cannot be achieved overnight, but the early levels will be out on trial by September 1985. Hold on Frank, we're on our way!

DR MARGARET BROWN
Executive Director, GAIM
Senior Lecturer in Mathematics Education
Chelsea College

Why discriminating in favour of women won't help

Sir – The letter headed "Discrimination law used against women" signed by 10 correspondents (*TES*, July 13) was of particular interest to me as I am one of the men appointed to a post referred to in the letter.

I have other credentials for replying which may give some indication of my own background awareness in the general area of equal opportunities. I am an active member of a professional association which has recently raised the status of its Equal Opportunities Department at national level, I am a member of a local equal opportunities working party, and my three teenage children are all girls.

Two comprehensive schools were mentioned. I can speak with knowledge of one only, but by describing this one case in some detail, I hope at least to be able to show where positive discrimination – as suggested in the letter – can lead.

Because of the simultaneous retirement of the two most senior members of staff next to the head, two posts were advertised (in *The TES*), deputy head (formerly held by a man) and second master/mistress (formerly a woman). The headteacher is male.

I do not have the exact facts concerning the response, but I understand that more than 100 applications were received and that the male/female ratio of the candidates was something like 8:1. By the time the final shortlist of six was determined, women were in a rather better position – one to two men.

Each member of the shortlist was applying for either of the two posts and I said at the time that I hoped the final outcome would be one of each sex, but this is not the same thing as saying that I think the eventual appointments were wrong.

In the event, one of the women obtained a post elsewhere and withdrew, and after interview the appointing panel chose two men to fill the posts.

The authors of this letter do not imply that this panel did anything but an honest assessment on merit, but by suggesting positive discrimination they are asking that this merit should have been set aside to give one of the posts to a woman, or in actual practice, that this merit should not have been taken into account, because men would have been precluded from applying for one of the posts in the first place.

I do not think that self interest is clouding my judgment, but I cannot agree that such positive discrimination would be good for either individuals or for schools. Positive discrimination in a narrow area may appear to produce an instant solution to a situation which needs to be remedied, but it also produces instant problems and unhelpful responses. Education and the creation of greater understanding and awareness may be slower, but they are a surer way forward.

Perhaps some of your correspondents will exercise their minds as to why so few women (relatively speaking) apply for such posts in the first place. Are they denied promotion opportunities lower down and so are not in a favourable position to apply? Are married women not prepared (or not expected) to move to another part of the country unless it is for the husband's career? Do women undervalue themselves and subconsciously perceive themselves in subordinate positions?

Further correspondence can only help to create the greater awareness I referred to earlier.

J R TRON
35 Amberly Walk
Whickham
Newcastle upon Tyne

Legislative failure

Sir – Regarding the letter from the Shotley Bridge Ten (July 13), it has been apparent to me ever since the Sex Discrimination Act became law that its effects are detrimental to the employment of women in senior school posts. Positive discrimination may be abhorrent to feminists, but unless we are permitted to state a preference for female candidates, response to advertisements for senior staff will continue to come overwhelmingly from men.

No doubt I should be shot down in flames if I were to suggest why there is this disparity, but it is ironical that the only perceptible effect of the Act has been that described by your correspondents. And it is not localized in County Durham, but nationwide.

R D GREAVES
Headmaster
King Edward VII School
Gaywood Road
King's Lynn
Norfolk

Hearing-impaired children need specially trained teachers.

Another handicap

Sir – Are you aware that Sir Keith Joseph is considering a recommendation to withdraw the mandatory specialized training of teachers of hearing-impaired children?

The Parent Teacher Association of the School for the Deaf at Penkhull, Stoke-on-Trent, is extremely concerned. Since we deal closely with hearing-impaired children, we realize the importance of special training to aid the difficult process of language learning. Teachers of the deaf need to have an intimate knowledge of all the technical auditory equipment available. The techniques of speech production and the study of audiology are not included in the standard training of teachers, but they play an integral part in the training of teachers of the hearing impaired.

If this recommendation were to be enacted, we feel it would be a most retrograde step. It would impede the education of hearing-impaired children and would stop them from reaching their full potential.

MICHAEL M SOWDEN
Chairman
ELIZABETH WRIGHT
Secretary
Parent Teacher Association
School for the Deaf
The Mount
Stoke-on-Trent

Leadership skills

Sir – How interesting and frustrating it was to read of Mr Dwyer's findings (*TES*, July 6) on management training for heads. The paradox they revealed stems from the confusion of the particular skills and practices required for operating a school and the general techniques of leadership needed by those who manage others in all walks of life.

Only three out of fifty heads approved the use of management specialists outside education in organizing training. At the same time many criticized the courses they attended for not containing sufficient relevance to their actual work.

Having experience of management in industry and international organizations as well as schools, I maintain that the essential leadership skills of analysis, communication, motivation and delegation are of universal need. Courses devised by those outside education, but with perspective in other fields of leadership, can be very useful for those with responsibility for directing schools. In this context the courses run by Education for Industrial Society on "Leadership in Schools and Colleges" are particularly relevant.

The capability to lead is a skill and not a gift. Its structured development should be an aim in all managed organizations. The identification of the task, the building of the team and the development of individuals are the components of leadership in the theory developed by Professor John Adair. These are as relevant to us in the schools as to those outside.

A P MILLARD
Deputy Headmaster
Wells Cathedral School
Wells
Somerset

Illuminating guide

Sir – As its title suggests, ILEA's newspaper *16+* provides information and advice mainly for young people, especially the unemployed. However, I would be delighted if school teachers considering early retirement or switching careers found its advertisements for courses at ILEA colleges, adult education institutes and for other projects, a source of useful ideas, as Susan Thomas suggests (*TES*, July 13).

They should also consult *Floodlight*, ILEA's guide to part-time courses, which lists 17,000 classes in 800 subjects including a number on alternatives to conventional employment, like setting up and running a small cooperative. *Floodlight* will be on sale in August, price 50p, at newsagents and bookshops. Copies are also available from the ILEA Information Service, Room 77, County Hall, London SE1 7PB (price £1 to cover post and packing).

NEIL FLETCHER
Inner London Education Authority

History today

Sir – I noticed with a certain cynical amusement the report "Dons try to arrest decline of history" (*TES*, July 6). It is good that university teachers of history should begin to take an interest in the problems of school history, an interest which has not been manifest before and which is long overdue.

However, it is difficult to feel a great degree of confidence about a body called "The History at the Universities Defence Group", which is reported to be "trying to reach pupils before they give up history at the age of 14", and which "has organized a series of regional conferences . . . to allow history dons to air their views".

It is very difficult not to feel that a body with such a title is completely out of touch with reality. The title suggests that the people concerned are merely a group of elitists concerned to preserve their own jobs, and even if this were the case – hopefully it is not – some blander title suggesting that there is a general case for defending history, or even that history is taught in polytechnics and colleges of higher education, might have been tactically wise.

It is difficult to see how the group can reach pupils before the age of 14 without consulting and working with that much maligned body of people, teachers of history in schools. Presumably the dons concerned do not propose to stand at school gates handing out leaflets, so some indication of how they propose to reach secondary school pupils might be wise. Certainly organizing a series of conferences at which dons can air their views is putting the cart before the horse. Part of the problem history faces in schools is precisely this domination of the subject by academic historians, and one of the things the dons have to do is reduce their assumption of their own self importance and begin to listen to what other people, pupils, teachers and administrators, are saying.

As a step toward beginning such a dialogue, it would be useful to see the formation of an Association of History Teachers. Such a body would be open to all members of the profession, whatever the institutions in which they teach, and facilitate the discussion of linked problems. It would be interesting to know whether the dons would conceive their defence of the university sector to extend to participating in such a body.

TREVOR FISHER
49 Lovatt Street
Stafford

Old Qwerty

Sir – B J Stokes (Letters, July 13) is right to draw attention to methods other than keyboard for communicating with computers. But most of these manipulate stored data rather than add to it. With the spread of microcomputing and the decline of centrnlized data-processing departments, junior employees in business, for instance, will find themselves responsible for the input – via keyboard – of the data with which they deal.

Competence does not require arduous training comparable to secretarial courses that cover high typing speeds and shorthand; merely the introduction, at an early stage of keyboard use, of correct fingering.

The QWERTY keyboard has been under attack since it was invented, but has proved very durable, probably because existing skills and machines represent too huge an investment to be abandoned.

It may well be that voice input will render typing skills redundant within the working life-time of present schoolchildren. But my guess is they will have had a good many years return on this skill investment before that day dawns.

ANNE GLYN-JONES
Department of Geography
University of Exeter

Far sighted

Sir – In her article on the Royal National College's new computing centre, (*TES*, June 29) Susan Thomas makes a surprising – and unsubstantiated – statement that RNIB is castigated for its slow pursuit of progress.

Mrs Thomas is clearly unaware of RNIB's work. RNIB has at Cheriton College an exciting research project, funded by the Department of Trade and Industry, whereby students using computers can write their examination papers in braille which is then transcribed electronically into print (in strictly confidential conditions) for marking by public examiners.

RNIB's Electronic Office, demonstrating how visually handicapped office workers use adapted up-to-date equipment such as word processors, was also funded by the Government last year. This project has been visited by scores of employers.

These are just two of many examples showing how RNIB, the largest organization of its kind in the world, keeps up with progress around it.

G T WILLSON
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224 Great Portland Street
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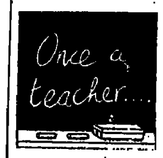
If "That Woman" – the name by which Mrs Mary Whitehouse became known to millions in the sixties and seventies – had passed her school scholarship exams at the first attempt, when she was 11, it's quite possible that she'd never have become a teacher, and consequently never the tireless campaigner (or irritating self-publicising moralist, depending on your point of view) that she is today, some 63 years later.

But "Slapdash Mary", as she refers to her younger self, passed at the second attempt and the condition attached to the bursarship she won to Chester City and County School was that she had to become a teacher. In fact before her formal training as a teacher began, she taught for two years, untrained and unpaid.

In may ways, it is easy to see the figure of Mary Whitehouse as the sum of her biographical parts. Born of parents with a passion for education, obliged (and happy) to go into teaching, an unhappy love for a married man, a dramatic religious transformation after an encounter with members of the Christian Oxford Group of the 30s, it all starts fitting neatly into place. After the war, married with a young family, Mary discovers her talent for making herself heard when she organises her first public campaign, to help civilian German war victims. In 1953, she broadcasts to the nation for the first time, unexpectedly having her script "A Housewife's Thoughts on the Eve of the Coronation" accepted by *Woman's Hour*.

Returning to teaching in 1960, as senior mistress of Madeley Secondary Modern School in Shropshire, she finds herself involved with sex education and decides to involve parents in the process. After-school meetings are arranged, for mothers and daughters on one evening, fathers



'The link between teaching and campaigning is that I've always loved children'

and sons the next. The year of 1963, the Profumo affair and *That Was the Week That Was* became Mrs Whitehouse's turning point. Dealing with some children who had been reported as "doing what they shouldn't" (the wording comes from Mrs Whitehouse's autobiography) the excuse given by the three girls and two boys, all aged 14, was that they were imitating what they had seen on TV.

In another 1963 incident, Mrs Whitehouse recollects an anxious mother with a recalcitrant daughter telling her: "She (the daughter) was sitting right in front of the TV screen watching one of these plays, and when it got to the sexy part I could see her getting redder and redder in the face, she was so worked up. Then she got up and ran straight out of the house with this boy."

In the same year one of Mrs Whitehouse's pupils gained the idea from a new style talk programme, *Meeting Point*, about pre-marital sex, that people "shouldn't have intercourse until we're engaged."

The rest is well documented history. In 1964, Mrs Whitehouse and a friend started up the Clean Up TV Campaign. Mrs Whitehouse achieved almost instant fame. In 1965, torn between her successful teaching career and her activities fighting (or fanning, depending on your point of view again) the spreading fire of permissiveness, she finally decided to resign from teaching and campaign full time.

"Not to have carried on the campaign would have been like letting the kids down," she tells me in the garden of the famous pink cottage in the Essex countryside which serves as the Whitehouse home, their son's silversmithing workshop and the HQ of the National Viewers and Listeners Association. There's no question that she means kids everywhere, not just her charges.

Mrs Whitehouse saw her choice as the steeper path. Had she chosen to remain in teaching, she says, "I'd have really felt that I'd have been putting my own comfort first . . . the motivation came because of what I'd seen and for those children for whom I was responsible."

So was there a link between teaching and campaigning? Is there any sense in which Mrs Whitehouse abandoned a small classroom for a larger one with proportionately more dirty habits? "Not in terms of saying 'when I speak I'm teaching people'. The link between teaching and campaigning is that I've always loved children and enjoyed working with them. Over the last 20 years the groups I've spoken to the most and the groups I've enjoyed speaking to the most have been sixth formers and students."

Another guiding force in Mrs Whitehouse's campaign has been her deeply felt Christianity. Although she doesn't agree that she has a mission to reform, there's no doubt that her religious

Nick Baker visits the headquarters of the National Viewers and Listeners Association to meet former senior schoolmistress, Mary Whitehouse.

Show me no evil

Photos: John Reardon

feelings have motivated her and at times of stress been her solace.

During the time of the *Romans in Britain* trial (in which Mrs Whitehouse brought a private action against National Theatre director Michael Bogdanov under the sexual offences act for a play which depicted homosexual rape) Mrs Whitehouse writes in her diary: "All the great reformers Wilberforce, Shaftesbury and others saw and used the law for the maintenance and upholding of God's will." But does she see herself in those terms?

"Everybody who is a Christian realizes that God has a plan and purpose for their life. The fact that His purpose for my life has led me to very public paths isn't significant. I don't see myself as anyone special." All the same, Mrs Whitehouse happily agrees that one of her specialities is the quality of drive and sense of purpose that brings her views so successfully to the attention of the public, be it in the media or the courts. And although she says that she rarely mentions her religious convictions in public speaking, she does feel that Judaeo-Christian faith is so involved with western democracy that one can't survive without the other.

"You can see glimpses of the breakdown of democracy at the moment with what's happening on the miners' picket lines." It's comparatively rare for Mrs Whitehouse to comment on controversial issues outside her own special field – she declines, for example, to comment on other issues that are currently concerning young people today like drug abuse, nuclear weapons, education today. Does she mean that the picket line violence is caused by a religious rather than a political breakdown? She begins to speak more slowly, choosing her words with great care:

"In a democracy it's the quality of the character of individuals that decides the quality of that democracy. Historically, our character is the Judaeo-Christian faith.

Steering the conversation toward safer ground. In a recent radio interview Mrs Whitehouse said that she enjoys television now much more than she did in the 60s and 70s. The things that she and the NVALA still take exception to on broadcast TV are the gratuitious use of bad language and the showing of "unsuitable" feature films.

I'm interested to find out what her response was to series like *The Boys from the Blackstuff*, which in terms of style and content paralleled drama from the sixties like *Cathy Come Home*, and *Up the Junction*, both of which Mrs Whitehouse attacked.

Her response is to ask what sort of effect the bad language and violence, used albeit for serious intent, might have on young people watching. In her mind, the dangers involved in TV's impact on young people outweigh arguments about what adults can be allowed to watch.

What Mrs Whitehouse, at the end of our interview, does want to emphasize is the National Viewers and Listeners Association's stance on video and cable, which are in a sense "hotter" issues than broadcast TV. Mrs Whitehouse feels that current legislation on obscenity (which will still apply to video under the new Video Recordings laws) isn't enough. The NVALA wants to change the old definition of obscenity which demands proof of "a tendency to deprave and corrupt".

A new definition would define obscenity as "*any* material of a sexual nature (my italics) or any material portraying violence which tends to harm a reasonable person of mature years." I can't help feeling that this definition, were it to be enacted in law, might be difficult to enforce.

The young taxi driver who calls at the pink house to take me back to the station is disappointed. "I thought I was picking up Mrs Whitehouse." With her still busy schedule of national and international speaking engagements, Mrs Whitehouse is well known among Colchester cab drivers.

"She's a very nice lady," he tells me. "Mind you, when I drive her we never talk about her work. And before she gets in the car I always turn the radio off, just in case she hears something she doesn't like."

The latest craze is strictly for the well-heeled. But Susan Thomas finds a wheeled adventure park in Birmingham catering for the have-nots

Renta wheelie

Street football is out. BMX is in. Kids whose parents worshipped Georgie Best and prayed for a place in the City squad now dream about making the Mongoose team and spend every spare hour practising bicycle aerobatics – especially in Birmingham. Why?

"Maybe", said Dave Francome, when we stood at the top of the Birmingham Wheels BMX track and watched his class of juniors hurtle down the slope, over the speed jump and into the suicidal banked turn, "maybe it's because there are no heroes in football anymore".

"Maybe", said Bernard Mouzer, creator of the Birmingham Wheels project, "it is because Bicycle Motor Cross with dozens of weekly race meetings and national ratings seven to 17 year-olds offers excitement, involvement and success".

Not that much success of course. With more than a million bikes on the pavements only rare talents make the grade. But the rest belong – to the club, to the sport, to the manufacturers.

Every weekend they compete in their hundreds. Decked in their expensive gear and factory team colours, they lounge on the sidelines, guarding their expensive machines, talking BMX talk – of holc shorts and camels and endoes – and busking in the reflected glory of their cult heroes, the golden boys and girls who ride for factory teams and get expensive sponsorships.

For BMX is very expensive. Kitting out a young rider costs anything from £200 to £700. The costs of competing go into the thousands. Which is a shame because almost everyone (old ladies with wheely baskets excepted) loves it. Parents happily sacrifice weekends to project their own ambitions on to their children; beat policemen love it because it keeps the kids out of trouble – even if it has resulted in a spate of BMX bike thefts. Friends of the Earth love it because it's healthy, ideal for inner city recreation and conservation – even though the way some kids transfer race track skills to the roads has them worried. The only problem is the cost.

BMX is to city kids what the Pony Club is to country children. It is essentially for the well-heeled, the ABC1's, the haves, and yet it offers everything the have-nots need and can't afford. Unless, that is, they live in Birmingham.

For Birmingham has one of the most exciting and innovative schemes going – a wheeled adventure park for inner city kids – where they can hire bike and helmet and spend an hour on one of the best tracks in Europe for 30p! And if they don't have 30p, then says Mr Mouzer, "We hope no one is ever turned away because they can't afford it. We aim to trace those children and bring them in with one of the groups using the track".

Bernard Mouzer of the West Midlands Probation and Aftercare Service, is a solid, quietly spoken, ex-naval man. He conceived Wheels Project idea in 1978. "There had been a spate of vandalism and juvenile crime and the West Midlands police organized a conference to discuss the problem. One of the speakers suggested the day might come when we would need danger parks – places where youngsters could let off steam without endangering or inconveniencing the rest of the community".

Mouzer was seized by the idea. He turned it over for a few days and came up with a modest little plan for Europe's First Wheeled Adventure Park comprising two BMX tracks – one for pleasure use, the other (of such ferocity that seasoned racers burst into tears at first sight of the jumps) was built to international standards to host the European BMX Championships, a roller-rink and speed track, an ash track for cycle, motorcycle and banger racing and, the piece de resistance, snaking around the perimeter of the 40 acre site, a Formula III racing circuit.

With one grant from a private company, another from the Inner City Partnership and an initial gift of 30-odd acres of stinking, rat-infested, industrial wasteland from Birmingham City Council, he was in business. Six years on only the Formula III track is unstarted.

Bordesley Green is a miserable place. Derelict factories jostle the battered terrace houses. Unemployment is the order of the day and morale so low, says Mouzer, that people just stay indoors. "We hope that the kids will come to the and then bring their parents to watch the events, whether it's their club races, the speedway or the banger racing".

When it's all finished, he says, the park will revitalize the area. Talk to anyone, kids, workforce, organizers or volunteer helpers, listen to the pride with which they describe the achievement, and you believe it.

The BMX club track was built first. It twists and turns, switchbacks and rolls for 300 metres in tight zig-zags. It is used by intermediate treatment groups, school groups, young offenders and local kids.

During school time the track is relatively empty but in the evening, at weekends and in the holidays, the staff cope with 1,000 a day and when the international track is in use for the big events, the whole site is covered with tents, dormobiles, mums, grans, Uncle Tom Cobley and all.

Many riders bring their own bikes but those without hire one of the Wheels machines. Designed and tested by the racing cyclists and made on site by a previously unemployed welder, they are now available in a variety of frame sizes to accommodate all ages. They sell like hot cakes, mainly to other probation departments.

I watched the group of eight-year-olds from Regents Park junior school collect their bikes, climb up the steep ramp to the starting grid and then helter skelter down the track. One child stood out. Among all the jeans and track suits a small Muslim girl, stick legs encased in maroon tights, long flapping skirt topped by a long winter coat and an enormous regulation crash helmet.

She mounted precariously, wobbled down the track and fell off, tried again, crashed and promptly careered into the tyre wall. Dave Francome picked her up, brushed her down and left her to it.

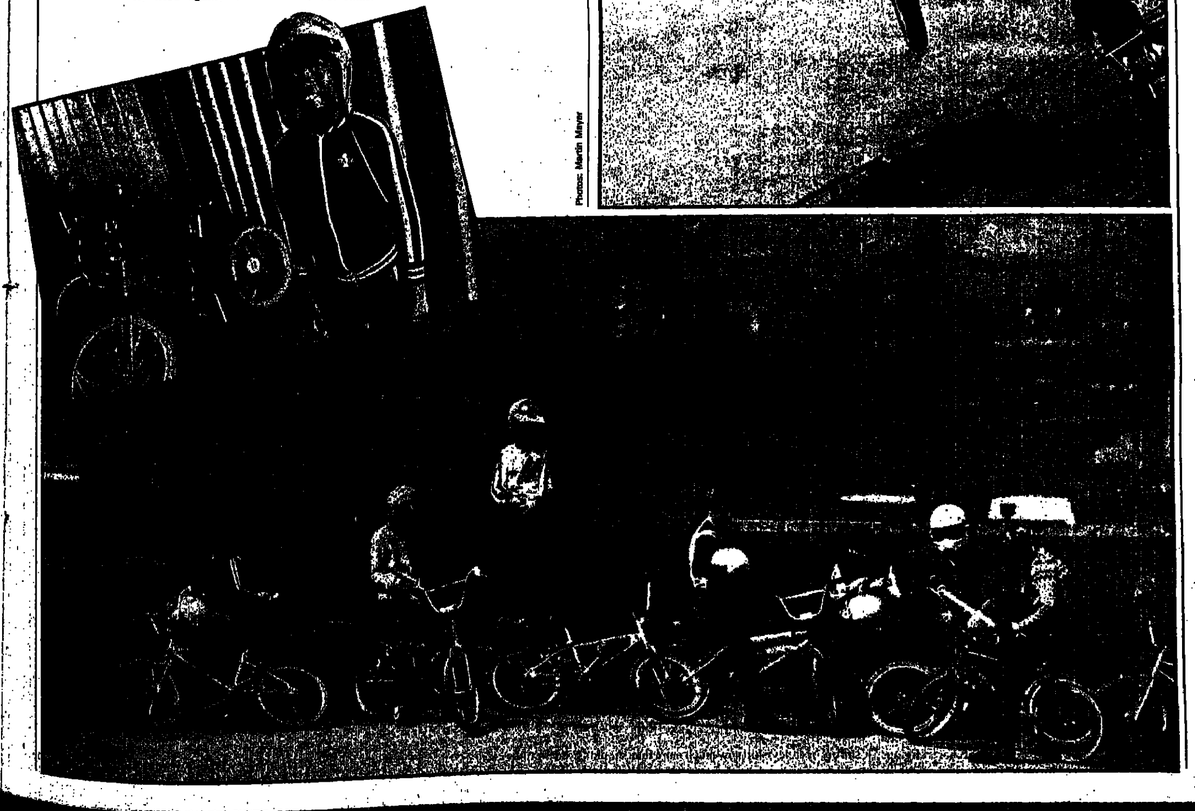
"That one," he said, as the first group rattled past on their second lap and she bit the dust again, "that one lied through her teeth when I asked who could ride, but then she wouldn't have been allowed to come if she hadn't.

He had brought his class to improve their cycling skills, thus becoming safer road users, and to introduce them to an out of school activity. "Otherwise many of them never go further than the local park with their parents".

Mouzer is pleased at the increasing use local schools are making of the scheme. "As if it were a swimming bath or park football pitch. It's impossible to tell whether the children are youngsters in care or local kids . . . and indicator of how well the scheme works is that with all these children here at a time, there is no bad behaviour on the track and virtually no vandalism".

The club team races in all the big meets and has a formidable reputation. The team coach, captain and manager is a 17-year-old black school-leaver, Trevor Robinson, now Number Two in the country. He is every young rider's hero, talented, friendly and a veteran of the world circuit.

When pro-BMX hit Britain, Robinson was the first of the 17-year-old to pick up the prize money. He may not be in the same league as the American pros (earning anything up to $90,000 a year in their early twenties) but he has made a start. He has a job, has begun to win prize money, to travel and to show inner city kids that BMX is fun, exciting and one way out of the inner-city doldrums.



Photos: Martin Meyer

TALKBACK

Seeing red over green

TOM SHARRATT

It is easy to understand why the Green Paper, *Parental Influence at School*, aroused such impassioned opposition at the CLEA conference in Newcastle upon Tyne last month (*TES*, July 27). There are so many deficiencies that one wonders why on earth Sir Keith Joseph did not fling it back at his advisers and tell them to come up with something better.

Speaking of powers and responsibilities, it says the Government believes that the present position is confusing, unsatisfactory for parents and teachers, and harmful to good education. Why? No specific evidence of this is offered, and it would be helpful to know the reasoning behind such a statement.

The essential functions of a governing body are to promote and protect the interests of the school and to be a link between the school and the community it serves – functions which were well articulated in the Taylor Report of 1977.

The Green Paper's proposals go far beyond Taylor's ideas. Taylor suggested that membership of governing bodies should consist of equal numbers of local education authority representatives, school staff, parents, and representatives of the local community and said: "No one interest group should play a dominant role."

The Green Paper proposes that governing bodies should have a majority of parents "to reflect the position of parents as partners with the school in the education of their children". Partners, yes – but it is a singularly unequal partnership which denies a proper voice to those who are statutorily and professionally responsible for the children's education.

One of the main concerns at the CLEA conference was the potential for conflict contained in the Green Paper. What would happen, for instance, if the controlling parent group on a governing body resolved that their mixed secondary school should henceforth be for girls only with an all-female staff and certain subjects excluded from the curriculum?

Educationists would undoubtedly argue that that was not in the best interests of the pupils and the l.e.a. would dig its heels in, but they might have an uphill struggle to convince the parents. The lasting resentment which could arise from such a conflict would most certainly not be in the best interests of the school.

Although the Green Paper proposes to retain teacher governors, it makes no mention of representation for non-teaching staff, yet they are as much a part of a school's community as anyone else who contributes to its success. Nor is it proposed to make a place for representatives of the local community, the "local interest" governors advocated by the Taylor Report.

One striking deficiency of the Green Paper is the absence of any requirement that the names and addresses of governors should be published so that people may know who they are. It is pointless to expect governors to represent any part of the community if the community is prevented from expressing its concerns to them because their identities are kept secret.

Paragraph 20 is particularly worrying. It proposes that if not enough parents come forward to fill all the parent places on a governing body, the l.e.a. should have the right to appoint practically anyone to make the vacancies. Only elected members and employees of the l.e.a. and coopted members of its education committee would be ineligible.

Such a system would clearly be open to abuse by an unscrupulous controlling party, which would be able to pack a governing body with political placemen – a criticism already levelled at existing governing bodies in some areas.

Sir Keith's ebullient intransigence when he was questioned about the Green Paper at the CLEA conference did him no credit and raised suspicions about the validity of the consultation which is now supposed to take place. "The Government," Sir Keith declared in answer more than once, "has formed the view . . ." And if the Government's view is already formed, there will be problems in trying to change it.

Still smarting from the unheralded publication – without any kind of consultation – of the White Paper, *Training for Jobs*, earlier this year, delegates at Newcastle were justifiably sceptical of Sir Keith's intentions, and more than a few left the conference feeling that the most obvious feature of *Parental Influence at School* was that the colour of its cover was wrong.

Parental Influence at School (Cmnd 9242), is published by HMSO at £3.75.

Tom Sharratt is vice-chairman of Lancashire education committee.

Power? No thanks

JOHN PEASE

The Government proposes to make parents into a controlling majority on governing bodies of county schools, and to ensure they cannot be overridden in the exercise of their functions including control of the range and pattern of the curriculum and finance.

As a parent I do not want control of the curriculum. I may not agree all its aspects and strongly resent that my son dropped valuable subjects to specialize for O and A levels – ending up with an Honours Degree at the total neglect of any practical skill or education in the sciences. However, that is a result of university entrance requirements and teachers must work within these constraints.

I do not want control since I recognize both the vastness and complexity of education within schools and the limitations in breadth of my outdated knowledge. Even more I object to control passing to a parent down the road: amateur, unskilled but for perhaps a short course – transient, and yet with an open ended right to dramatically change a school and create instability for my child in passing.

The Paper talks about a "partnership", yet seeks to establish a control. It seems unaware that primary schools, at least, are developing into intergral parts of their communities with evolving relationships between child, teacher, parent and governor; and that this has been fostered by teachers supporting PTAs and proving they have nothing to hide by parental help and governor visits during the working day.

With three children through the system these contacts allowed my voice to be heard and views considered; but although I am one of the articulate and active, I accept that the headteachers and teacher must be free to act since they are often the sole defenders of the majority of parents who are not adept in being heard, and are so frequently unrepresented.

Parish and county appointees to governing bodies have respect within their communities. Teachers, and headteachers in particular, have undergone screening to show ability and care for children, and what is more they work within disciplinary procedures to ensure they do not slip to unacceptable standards of efficiency, mental illness, moral instability or non-conformity with the law. I see no safeguards in the selection of the new power group, whose members will have almost untramelled say without comeback or personal risk.

As things are I can get at the professional. If there is a problem I can discuss it with the teacher and with the head. I can complain to the director, I can seek help and sometimes redress. In the present system there is someone accountable. Now they are proposing to create masters; and who can take action against those made safe and unchallengeable within a legitimized majority?

Over and over again it is stated that there will be no additional finance. This means that reports, annual meetings, ballots and other matters of administration must be found with less to spend for the day to day education of the children.

The allowance for a child at our local primary school works out at 9.5 pence per day or 1.9 pence per education hour. That includes all that is available: from curriculum needs to caretaker equipment and replacing light bulbs.

The people of wealth and privilege who seek to create an autocratic absurdity are educated in public schools. Their understanding of the maintained system comes only from observation and not experience.

Meeting in progress

DAVID HALL

Teachers will be pleased that the current pay dispute has at last been allowed to go to arbitration, but I suspect that many of us will have a sneaking regret that this has meant the reimposition of "goodwill". Certainly the absence of "goodwill" has made the last few weeks quite tolerable.

There is of course a less desirable side to all this for it has not been possible to hold meetings. Now this is a very serious matter for it has meant that career making has had to come to a halt; empire building has had to stop; it has not been possible to catch the head's eye. But now that, to misquote Keats, the "season of mists and mellow uselessness" is with us once more, I thought that I would offer a few hints to the aspiring career teacher who wishes to make use of meetings to make progress.

It must be realized that the great set piece meeting is a perfectly normal teacher response to the sort of dissensions and problems which elsewhere in public life can lead to pitched battles or the pelting of public figures with anything that comes to hand. In such situations as these, teachers normally hold meetings and then issue masses of paper to a dwindling band of colleagues who have not been able to secure exemption from operating such directives (those on scales one and two).

Obviously one has to speak out at a staff meeting in a manner which will advance one's career. I would imagine that most people have already grasped one basic rule which is never to suggest the type of radical changes which will involve the senior management team in extra work or responsibilities. This automatically rules out dicussion of a tighter disciplinary code.

It is vastly preferable to introduce the suggestion of a major community project ideally involving as many of the staff as possible. Such a project might involve the restoration of a derelict tramcar, or the afforestation of the more heavily vandalized areas adjacent to the school buildings. Such proposals enjoy the advantages of offering favourable publicity for the school, and if the scheme for consideration involves the technical and the scientific departments in construction-al activities and the humanities in any activities at all, it will recommend itself even more strongly to the head.

A more subtle approach is to avoid taking the lead yourself. Any idea can be planted in the mind of an aspiring careerist which will contravene the basic rule discussed above. When this is aired at the next staff meeting you are presented with an opportunity to throw out a series of "off the cuff" wrecking amendments which you have been working on for the past fortnight, and thus gain the lasting gratitude of senior staff.

It is easy to overlook opportunities for advancement which arise from what might be termed "procedure". For instance, even the method of entry into a staff meeting is something requiring careful thought: it should never be undertaken lightly. I personally recommend a slight delay of from three to five minutes after the start of the meeting for maximum impact. The effect can be heightened by making a rushed entry carrying a bundle of papers in your hand. The idea here is that an impression is created that it is only with great difficulty that you have managed to pull yourself away from vitally important administrative duties.

A word of caution is needed here for it is possible to make errors on timing. For instance it is necessary to allow the chairperson time to subdue the normal gossip and general conversation which characterize the first few minutes of any teachers' meetings, otherwise your entry will be unnoticed. Conversely an entry delayed too long can be damaging in a departmental sense for any sharp eyed colleague who notices that you are not yet present, will immediately move that the annual share out of the capitation allowance should now take place, your subject area being unnaccountably overlooked.

An early departure from a staff meeting cannot in any circumstances be advised however, for it will be recognized solely as a move dictated by the approach of the evening rush hour.

I hope that I have made the point that the return of "goodwill" need not be viewed as an unmitigated disaster. A situation is created once more which offers scope for a sharp-witted teacher to make progress towards the sort of professional salary which eludes about 99 per cent of us at present.

David Hall is head of history in a Liverpool comprehensive.

AXEGRINDER

For most teachers, August feels wonderfully different: it is the only month completely free of school. The seemingly endless summer term, with all its disruptions, has finally petered out. One may relax, quite legitimately, without feelings of guilt/panic about things that still need doing. There is time to consider, preferably from afar, all those frenetic, yet somehow dispiriting, closing rituals of yet another school year.

Primary schools aim to end things with a bang . . . special outings, "dramatic presentations" by the leavers, summer "fayres" and parents-do-come-and-meet-your-child's-teacher evenings (where you plan to say what you really think about Darren/Samantha/ that dreadful Bradley but chicken out at the last moment).

Try getting hold of the energetic head of Sunnybank Primary at this time of year . . . Not a chance dear. Don't you know, she's *rehearsing*? I'd ring back first thing in the morning, if I were you . . . about ten to eight."

Elsewhere, on the trendier side of the tracks, the summer fete has absorbed the energies of the school for weeks. This year's target is a "daisywheel" for last year's micro. Parental purses are relentlessly milked . . . cash, covenants, even credit cards, are accepted.

But at a nearby rival, the "Fayre" appears to have been reconceptualized, various pushy "gentrifiers", lawyers, architects and media folk, have moved on . . . or at least their children have, most of them to independent schools. Now the pursuit of profit has been eschewed in favour of gentle conviviality. Mother in flowery skirts, da to find its way down their throats; offer bunches of "country" flowers, non-competitive sideshows are encouraged and cooperative games are organized on the grass. It's all wholemeal, worthy . . . and a bit dull, enlivened only by the activities of the schoolkeeper who has sampled rather too much of an innocuous-seeming summer punch. In the end, he too falls asleep.

At Culture and Anarchy Comp the end of the year is marked by a celebratory lunch. The pupils, those, that is, who are still attending, are sent home quite extraordinarily early. The kitchen does the staff proud: a disproportionate amount of the term's budget music edges a little closer to the school secretary; the greying art teacher steers his roving eye towards the *assistante* from Nantes. He offers a weekend jaunt in his MGB . . . as well-preserved as its owner . . . would she not like to compare the upper reaches of the Thames with those of the Loire? The PE probationer displays even more than usual of her body, carefully tanned through hours of sunlit refereeing . . . "Aw, miss, we 'aven't gotta go out there again; 'ave we? Can't we 'ave a video?"

From my mediterranean lounger it seems far away. But am I unusual in finding it difficult to become completely detached? Do you wake in the night in a sweat about CSE folders, whether the asbestos will be out in time, or how the hell you're going to cope with pre-voc courses, the new option scheme and a plethora of whole school policies?

Or are you beginning to dread the concatenation of festivals that constitutes the autumn term in the primary school, or the September chaos back at C and A? . . . "Stupid twit's given me the chemistry lab for my O level drama". . . "But you lot *can't* be in this room. It's for *my* tutor group . . . " "You must be joking. I don't know a word of Spanish." Will it be any different this year? No prizes for the right answer.

The PE staff, already a little flushed, struggle in with polypins of real ale. Bottles of wine emerge from staff briefcases, carrier bags and the bio lab fridge. There is some gentle rivalry: "Aren't you going to let yours breathe?". . . "I wasn't going to bring my '71". . . "Quansity rather than quality for me."

The meal progresses towards the leaving speeches and tokens of esteem. Various colleagues, red-faced and slightly sweating, have become unusually affable towards each other. The CDT people are well into the second bottle (each) and have sprouted Havanas. The director of

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Review

Variations on a theme

Katya Watter on the under-appreciated historical strength of Georgette Heyer

Georgette Heyer in 1946, and ball dress 1820s' style – illustrations from *The Private World of Georgette Heyer* by Jane Aiken Hodge, to be published by The Bodley Head on September 6 (£10.95).

How, ask far too many people, can any writer of such obviously and widely attractive books be worthy of serious consideration? They are, of course, thinking of the Regency novels for which Georgette Heyer is best known and are ignoring her detective and historical novels.

The first reply that springs to mind is that however light-hearted the Regency novels may be with frequently improbable but amusing plots, lively heroines and mostly dashing heroes, they can be relied on for absolute accuracy of period detail. No school library should be without the historical novels and they would be the better for some at least of the Regency novels.

Almost all her critics, even her admirers, fail to note the qualities that take her into a totally different category from the normal run of commonplace romantic novelists, of whom Barbara Cartland is perhaps the best known exemplar. Apart from the fact that the whole texture is of thicker weave, she possesses a fine sense of wit allied to that of humour; an unusually delicate ear for nuances of speech; an ability to draw a whole gallery of minor characters at times worthy of Dickens; staid young men, social climbers, *maladies imaginaires*, family servants and, almost best of all, practically brainless, wealthy young men-about-town.

She did indeed, as sops for the tax man, write some half dozen pot-boilers which are lively romps and little more – although not one lacks a scene or a character that equals some of her best. Her detective stories in more modern setting provide pleasant, if sometimes rather slow, reading with accurately devised plots and, for the genre, somewhat over-drawn characters. However, one must remember that, as Schopenhauer wrote, it is by the heights a writer can reach that he is to be judged and not by the inevitable ordinariness that he otherwise shares with the generality.

It is high time that prejudice gave way to unbiased appraisal. In her four historical novels and the best of her Regency ones, her claims for praise are well-founded. In the preface to *My Lord John*, published posthumously, her husband writes: "Her research was enormous and meticulous. She was a perfectionist. She studied every aspect of the period – history, wars, social conditions, manners and customs, costume, armour, heraldry, falconry and the chase." Every day of the 40 years covered in the story had its card with all significant events listed.

Her research was as thorough for the romances. She knew to a day when my lady must hand her saque of Paris mud to her dresser and buy new finery (and what that finery was and how much she would have to pay for it); when and where to buy floss silk, figured muslin or coquelicot ribbon and how much they would cost in different shops, times and towns. She knew the names of the horses her betting men would back and the cant terms in which they would discuss the turf, their horses, their gambling and their "bits of muslin", and the vastly different language they would use to their mothers and their wives.

Equally detailed was her research for *The Infamous Army*, a very successful blend of history and romance. Through its fictional hero, aide-de-camp to Wellington and therefore one of his "family" and *au fait* with all the latest war news and through his courtship of the fatal and beautiful Lady Barbara Childe, Georgette Heyer paints an unforgettable picture of the social and military life during the waiting time in Brussels before the Battle of Waterloo, which, with its immediate aftermath, forms a magnificent and also tragic climax to the book. Any student of battles, child or adult, wishing to reconstruct the Battle of Waterloo with his armies of model soldiers could not do better than work through the relevant chapters. Wellington's strictures; the difficulties besetting him that led him to call his army "infamous" as well as his quarrels with the Horse Guards; the gossip and doubts and fears of the *ton* in Brussels; the sentiments of the Bruxellois themselves; the terrors of the civilians as they listened to the distant guns or the accounts of the deserters and the wounded as they at first trickled and then poured back into the city give a vivid impression of the time.

In *The Spanish Bride* she is provided with a historical pair of lovers and events are seen mainly from their viewpoint – a good one, as Harry Smith was a brilliant soldier who ended up a general and his child bride, Juana, is as romantic a heroine as could be wished for. Georgette Heyer has, of course, used the usual books covering the Peninsular War and, naturally, the *Autobiography* of Harry Smith himself. In addition she writes: "I have not, to my knowledge, left any of the Diarists of the Light Division unread." Battle scenes, the horrors of camping in pouring rain, marching and countermarching, doubts, fears and rivalries are presented through the eyes of those who took part in them.

In these two books dealing with Wellington and his battles leading to the final defeat of Napoleon, she perhaps reached her peak, as in them are perfectly blended the ease and wit with which she handled the Regency romances and the extensive knowledge of the historical events she is describing. Although she herself is said to have been most interested in the time she styled that of "armour", the novels she wrote set in those times fail to flow with the sense of effortless mastery of these two. Her dialogue, and text too, weighed down with words and expressions of the period read clumsily in comparison, and, in spite of her knowledge, the time is too far distant for her to be able to treat it lightly and to give her characters that sparkling touch that marks her work elsewhere. This does not mean to say that they are not both instructive and interesting.

The Conqueror provides a background to the events leading up to the Norman Conquest, highlighting the personal conflict between William and Harold, between Saxon and Norman and placing them in the perspective of the whole feudal structure of the time. *My Lord John* covers approximately the same period as Shakespeare's *Richard II* and *Henry IV* parts one and two and provides an illuminating background to these plays as history and drama are seen to part company. *Royal Escape*, also impeccably researched, succeeds better than either of these, good though they are, as being considerably nearer our own time, modern in fact and not medieval, she is better able to enter into the minds of her protagonists. Not only the young Charles, later Charles the Second, but the minor characters take on convincing life as when, for example, yeoman-peasant and prince find themselves thrown so closely together.

Of the best of her Regency novels it is difficult to pick out any one that outshines the rest. Perhaps the palm should go to *Venetia*. The charm of its heroine pervades its pages; the Byronic hero is more fully drawn than some of her others; the plot is plausible and the book abounds in memorable characters: her Uncle Hendred, her selfish brothers – one of whom does not even appear in person – her adolescent suitor, so kindly understood in all his silliness; and, finest of all, the worthy Edward. He, with a number of others, could have stepped straight out of Jane Austen, so subtly does his creator catch the ponderous kindliness of his tones and the deathly boredom he arouses.

The Civil Contract (very interesting background for life in England in 1815 and the growth of aristocratic interest in agriculture) is memorable for, among others, Jonathan Chawleigh, the disastrously generous vulgarian father of the hero's sturdy bride; *The Foundling* for the jolly, run-away schoolboy, Tom Mamble and the excellent villain, Liversedge; *Sylvester* for young Tom Orde and Alice, the innkeeper's daughter; *Frederica* for the exuberant and ever-hopeful Felix; *False Colours* for Sir Bonamy Ripple and Lady Denville, mother of the twin heroes; *Friday's Child* for the set of young sprigs of fashion whose inanity and kindliness are equally balanced. And many others.

It is unfortunate that only over-long quotations could give any idea of the variation and control of dialogue that are Georgette Heyer's hallmark in her best novels. It is difficult to think of any other modern author, man or woman, of books of romance or adventure who surpasses her. At times, and on purpose, there is an element of exaggeration, but for the most part it is the delicacy of the variation that provides the amusement and delight.

Offspring fever

The Redundant Male. By Jeremy Cherfas and John Gribbin.
The Bodley Head £9.95. 0 370 30523 X

The Redundant Male is misleading. It sounds like a provocative assertion, but Jeremy Cherfas's and John Gribbin's book in fact offers merely a supposition based on biological and ergonomic research; that should we not reproduce sexually, then the human male would be redundant. The authors ask, why is the human male *not* redundant? Why do humans *not* reproduce asexually?

The fundamental reason, they suggest, is survival through variation. The alternative to sexual reproduction is cloning. Sexual reproduction which provides a wide range of genetic shuffling makes for hereditary variation, which in turn gives rise to change in population, and that change itself constitutes evolution and thus survival. The inflexibility of cloning would create a species which would die out because unfit to cope with a changing environment. The clearest presentation of the evolutionary possibilities of asexual and sexual reproduction is made by George C Williams (State University of New York) in his analogy of the lottery: asexual reproduction is like buying a stack of identical lottery tickets – if that number is a winner then you will be a winner; sexual reproduction is buying half as many tickets, but each with a different number – if the winning number is uncertain this gives you a better chance than a stack of Xerox copies. The argument for diversity is a strong one: the majority of species surviving now reproduce sexually – the asexual species, according to Cherfas and Gribbin, largely having succumbed to environmental change.

Cherfas and Gribbin argue that a female who produces equal numbers of male and female offspring seems to waste half her genetic potential in sons; women could have twice as many descendants if they had parthenogenetic daughters and no sons. Certainly, this concept of genetic materialism is a purely scientific observation, though the reader could be misled by the often jaunty demotic in which the book is written. Furthermore, the advantage of producing a large number of descendants in the short term is a dubious one if in the long term it means the extinction of the species.

Obviously, an individual that survives long enough to reproduce has succeeded, to some degree, in the environment in which it lives. But as Cherfas and Gribbin admit, its offspring may be faced with a slightly different environment, and so it may be worth shuffling the genetic pack, which is where the success of sexual reproduction comes in. There is a conflict between the fitness of the individual here and now and the long-term success implicit in the flexibility of sexual reproduction, and different strategies are adopted towards a resolution.

Some species, like the greenfly, adopt the r-strategy, that is, go for all-out reproduction of as many new individuals identical to the successful parent as possible, which provides for the most rapid increase in numbers under stable environmental conditions. The alternative – the k-strategy – is to put care at a premium. This is advantageous if the ecological niche inhabited by the species is already full, so that offspring with a slight advantage over their neighbours will do best in a crowded world. K-strategists, among which humans number, bear few offspring and carefully nurture them.

The importance of bringing up baby leads Cherfas and Gribbin to a roundly traditional view of gender and sex-roles. The success of the female lies in her ability to produce and care for as many offspring as possible, and the male's "duty" is to impregnate the maximum number of females. The authors assert that mankind today is "mildly polygynous", and support their case by the dimorphism of males and females. There is, they suggest, a correlation between the degree of sexual dimorphism and average harem size. Examining that correlation in 22 species, the authors find that with his average excess of height of about 8 per cent, "man should have an average harem size of between two and three, very close to the true state of affairs".

Mankind, however, differs from the rest of the animal kingdom through its ability to place things in some sort of moral order. Human behaviour is not satisfactorily explained in terms of biological imperatives. Human females, for example, do not restrict their coupling to a period when they are on heat. The theories of human female "continual receptivity" (or "sequestered ovulation", as it is less chauvinistically called) are thoroughly masculine in orientation. According to the men of science, the human female hides her fertility either in order to keep the male continually interested in her, or to cuckold her mate – sequestered ovulation means that he will not know when she is fertile and so she can be fertilized by a preferential male on the sly. Thus human biology can be used to confirm the misogynist's fear.

It is difficult to see the aim of this book (meretriciously packaged to look like a potboiler). It's too technical for the lay reader, yet lacks the requisite stringency of scientific discourse. But it is anyway disingenuous to conclude that the reproductive urge is the *sine qua non* of copulation in humans. Contraception – even the "combined pill" which totally suppresses ovulation – has not produced any drop in libido. Sexual attraction might be explicable in terms of subliminal gene-picking, but the wisdom of the glands has a limited application.

Nigella Lawson

Sporting chance

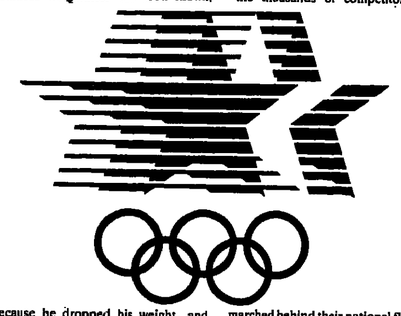
Olympic Grandstand
BBC1.

The Games of the 23rd Olympiad of the Modern Era have been less pompously designated the Hollywood Olympics, the Hamburger Olympics and the Television Olympics; but whatever you call them does not alter the fact that the sun, when out in Los Angeles, has long since set in London, so the BBC's live coverage is mainly for insomniacs. Armchair athletes with normal sleep patterns can get recorded highlights at various times through the day, but that is not quite the same as seeing it when it happens. You could always wait for the film.

Not such a bad idea, perhaps. Leni Rietenstahl and Kon Ichikawa made sense of what happened in Berlin and Tokyo and their films were to recorded highlights what a steak is to a hamburger. The Olympics are rather more than a mere sporting event, and television, good at relaying live action, is pretty hopeless when it comes to conveying its wider significance. Compare the lighting of the Olympic torch in the early hours of Sunday morning (London time), with the stunning sequence in Ichikawa's *Tokyo Olympiad*. The small screen could not measure up to an occasion involving Rafer Johnson and the granddaugher ot Jesse Owens.

It was adequate,however, for most of the Opening Ceremony. Eighty–four grand pianos playing Gershwin was surely a bid for a Guinness record rather than an Olympic one, though the rest of the proceedings said something about the first Games to include Busby Berkeley's favourite sport of formation swimming, and having said it once, said it again, louder. President Reagan, perched above it all in his box, might have been awarding marks for artistic impression. He was doubtless pleased by the rapturous welcome given to the Romanian team. Officially, no one likes the East European boycott except the competitors who will capture their medals, but the Olympic spirit also has to do with encoding national rivalries in the language of sport.

The BBC code does not allow it to become over-zealous in the pursuit of an international outlook, either. A Chinese weightlifter has been shown,



because he dropped his weight, and the French and Uruguayans made guest appearances when a punch-up developed in their basketball match, but otherwise "British interest" is what counts, the others being there to provide the competition. The "Olympic channel" cannot afford to be too Olympian. On the other side, viewers are told "the good news": they can get the results on Oracle. ITV keeps quiet about the bad news, which is that the pictures are with the BBC.

The live commentary, too. Gem collectors have had plenty to delight them already: we heard the crowd "roar a seal of approval", learned that the weather wasn't "taking any of the steam" out of a cyclist's legs, though "the riders must be done to a turn in this heat". At the poolside, also done to a turn, the commentator noted "a very round warm of applause".

Most of the athletics and the clichés are still to come. Unlike the Opening Ceremony, nothing from now on is planned and, for the most part, artistic impression is incidental to the effort to travel higher, faster or further than anyone else on the field. Hence the moments of drama and emotion for which viewers will be persuaded to stay up well past their usual bedtime. Of the thousands of competitors who marched behind their national flags on that opening day, most will go home with a suntan and little else. But by Monday, Steve Lundquist knew that he had his first gold medal and a world record in the breaststroke. He stood on the rostrum as the American anthem was played, his hand trembling, and looked as if nothing could ever harm him again. There was the same look on the faces of Carrie Steinseifer and Nancy Hogshead as they accepted their joint gold medal in the 100 metres freestyle and no doubt we shall see it again many times before the Closing Ceremony. The honour of taking part explains the glory of those who win.

Robin Buss

Elegant stooges

Playing Shakespeare.
London Weekend Television for Channel 4, Sundays.

In the series *Playing Shakespeare*, which started last Sunday, actors from the Royal Shakespeare Company play elegant stooges to the renowned RSC director John Barton, who explains various ways in which actors can come to a fuller understanding and a better performance of Shakespeare's texts. It is hard to believe that with all the intelligent people involved in its production, nobody ever stood back from it, perceived its ghastly state, and refused to let it proceed.

It's the sort of programme that can make a basically sympathetic viewer very angry. While the purpose is laudable and the main presenter – Barton – personable and interesting, the tone is so false and the direction so primitive that the whole enterprise seems extremely patronizing. Basically what happens is that Barton, with a hopeful, genial expression, talks straight to camera about Shakespeare, then asks his band of luminaries to provide examples. So far, so all right. What is unpalatably unconvincing is the contribution made by the actors. Quite often they provide transparent feeds: "Can you start by saying something about elision?" Sometimes they are mouthpieces for the programme's on-going thesis: "Elizabethan actors had very little rehearsal, virtually none in our terms." And sometimes – occasionally – there is an unscripted spontaneous thought. In all cases the effect is to emphasize a unanimity of ideas which is quite deadly. A nervousness pervades the presentation, a feeling that if a discussion were to break out the point of the enterprise would be lost. So Barton congratulates his actors for voicing his thoughts, and they are proud of his approval. Minor disagreements (which, in the first two programmes anyway, are mostly with Ian McKellen) are glossed over and forgiven instead of being picked up and expanded. And if that weren't enough, everything is said direct to camera, confirming that this is a rehearsed display, and that genuine interaction hasn't been allowed for.

What is missing is *risk*. The actors are given safe, untaxing things to do, they're protected from making fools of themselves; consequently they glow with horrid complacency. Barton too is protected – he has no time to stop and rethink, even if he wanted to. It's telling contrast to the Open University's recently launched Shakespeare series, where John Russell Brown makes his actors really work, think, experiment and prove their worth. The actors in *Playing Shakespeare* are just there to show what they can do – and they don't do themselves justice.

What is worse, nor does Barton. It's because he's started at the wrong end: instead of tackling a real rehearsal, explaining points as they arose, he works schematically through the "problems" that actors can have with Shakespeare, tacking on mini-performances to illustrate his points (and not, apparently, noticing when they don't). Later programmes will look at scenes and characters in more depth. One hopes – vehemently – that the bad impression of the early programmes will be rectified then.

Lynne Truss

Playing Shakespeare by John Barton, with a foreword by Trevor Nunn, is published by Methuen at £9.95 and £4.95.

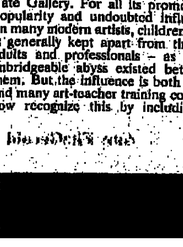
Visible connexion

Children's Art from Court Lodge Comprehensive School.
Tate Gallery until August 14.

Despite the fact that this is a small exhibition nicked away in the foyer of the downstairs restaurant, it could very well turn out to be a historic occasion. It is certainly the first time that work by schoolchildren has been shown in the Tate Gallery. For all its promotion, popularity and undoubted influence on many modern artists, children's art is generally kept apart from that of adults and professionals – as if an unbridgeable abyss existed between them. But the influence is both ways and many art-teacher training courses now recognize this by including a museums and galleries component.

As a post-graduate student at Brighton Polytechnic, Nicholas Paterson's curriculum development project had been on the use of colour in the work of a number of twentieth century painters – like Bonnard and Matisse – and so, when he went to do teaching practice at Court Lodge Comprehensive School in Horley, he decided to bring 25 second, third and fourth-year pupils to the Tate to see for themselves. Restricting the children to coloured crayons, he encouraged them to examine how David Hockney had achieved his effects in this medium and then apply what they had learned in still-lifes of fruit, vegetables, sweets and Coca-Cola cans.

The results, though unexceptional,



are revealing and instructive. Bonnard, Matisse and Hockney are undoubtedly sophisticated artists but each sought ways of overcoming the sterility of their academic training. The example of children's art was not the only influence but it is clearly evident and perhaps the most exciting thing about the pictures by these 12 to 14-year-olds is that in making a visible connexion between the art of younger children and adults, they show how that artificial abyss can be crossed without loss of vitality. Perhaps the Tate Gallery will now seriously consider including children's art in its permanent collection.

Michael Clarke

Garden paths

Brian Morton reports on the Arts Council allocations announced last week

"You'll go mad, having to deal with boring cultural bureaucrats." "Worse than that, my dear Wystan. I shall become one." In Arts Council circles, and especially literature circles, names are not so much dropped as smashed down like vodka glasses. The parallel trait is a kind of wearily amused diffidence, best illustrated by the Council's literature director Charles Osborne (first-name terms with Auden) who achieved a curious kind of fame by suggesting that his job, and his section, were by and large irrelevant to the country's real cultural needs.

Short of appointing Zhdanovs and Lunacharskys, Arts Council functionaries are bound to feel a schizophrenic pull between the boring bureaucratic journeywork of arts management and the higher-flown nature of the product. Osborne's *tête-à-tête* with Auden conveys that vague embarrassment of the cultured having to define and price-tag culture: numbers allocations, bums-on-seats, the bottom line. In contemporary political terms, the Arts Council represents a profoundly unpopular line, institutionally opposed to free-marketry, non-intervention and de-centralization.

The Council's new strategy document took the name-dropping into some odd but currently okay corners. Chairman Sir William Rees-Mogg took his text, *The Glory of the Garden*, from Kipling and managed to drop Jefferson, Locke and Pope. Not St Francis; not quite. The garden metaphor was a copy-writer's gift, yet another example of the Council's public relations *felo da se*. The imagery of weeding, watering and dunging now seems so inextricably bound up with Peter Sellers' feeb gardener in *Being There* as to be immediately absurd. *The Glory of the Garden*, considering it was the Council's first major self-examination in 40 years, was a woeful, populist knee-jerk that never managed to hide its ideological origins.

Sir William declares himself a "Keynesian in the arts"; that is, a Milton Keynesian; Milton Friedman. There is the heavy implication that he is no other kind of Keynes-ite. Spending was to be rigorously curtailed and, crucially, devolved to Regional Arts Associations. Beauty and smallness hold hands.

Keynes had established local offices in the original Arts Council to counterbalance London's metropolitan dominance. In 1956, they were abolished, replaced – in more or less token fashion – by the RAAs. Forty years on, with Keynesian economics a dead letter, Keynes' plan "to decentralize and disperse the dramatic and musical and artistic life" of the country becomes a live possibility. With dramatically reduced funding, though, there is just a hint of *sauve qui peut*.

The appeals hearing at the Arts Council on July 25, stimulated by a heavy postbag, saw some hard dikkering and, in the event, some surprising changes of heart. Four theatre companies – Gateway Chester, Harrogate White Rose, Wakefield Tricycle of London, and Temba – had their grants maintained. Others were devolved or given reduced funding. Most surprising, giving its director's unwillingness to plead the case, was the *increase* of £60,000 in the literature allocation, allowing for a few writers' bursaries and a scheme for distribution of small press poetry books. Perhaps predictably, the literature lobby had been the most articulate in its own defence; the Society of Authors in particular was quick to seize on the cues provided.

Quite how a leaner and fitter arts establishment will help fertilize the "empty beds and neglected shrubberies" isn't clear. In any allocation that is made to seem competitive, lack or withdrawal of funding is bound to appear punitive. The saddest thing, perhaps, is the implication that *The Glory of the Garden* has induced several flowers to bloom pre-term. Secretary-General Luke Rittner was delighted to note that "in many cases the strategy has led companies to strengthen their own organizations, including the artistic quality of their work". This is neither Keynesianism nor Jeffersonism but raw Darwinism. Any attempt, conscious or implied, to make the arts competitive will turn the Council's quaint, bucolic metaphor into something closer to a jungle or, better, a Grand Prix: over-technical, politicized, bristling with lures, where the artist disappears beneath the back-up, the protective covering, the noise and smoke of competition. Already the air is thickening with the exhaust of over-revved arts groups. Non-intervention, unless it is total, is no more than a euphemism for neglect and elitism; devolution (as anyone in Scotland will tell you) is on the one hand a sop and on the other a neatly antiseptic way of passing the buck.

"We would like to see the whole garden in bloom, and all the people walking through it to enjoy the flowers." Gardens never bloom wholly; they bloom in season and in turn. And it seems a little crass and elitist to harp on the flowers when most people, certainly most artists, are more in need of the vegetables.

TIE provision

National Conference on Theatre in Education and Young People's Theatre.
University of Warwick, July 20–22.

A commitment should be made by the Arts Council of Great Britain and by local education authorities to the principle of theatre in education and young people's theatre as a free service and a national provision. A priority must now be given to the maintenance and development of this work by arts funding bodies, local education authorities and the teaching profession.

These were two of a wide-ranging set of proposals agreed at a recent national conference on young people's theatre at the University of Warwick. The conference, organized jointly by the Arts Council and the drama officers of the Regional Arts Associations, brought together over 150 representatives of theatre companies, local authorities, training establishments, arts funding bodies and arts education. It was the culmination of a series of regional meetings to improve general knowledge and understanding of theatre work with and for young people and to look at ways of maintaining and improving provision. Inevitably, the agenda of the national conference became dominated by the funding implications of the Arts Council's strategy document, *The Glory of the Garden*.

Among a cluster of proposals opposing the strategy, the conference feared that the Council's plan to focus provision for this work on the major building-based regional theatres will mean the closure of many long-established companies. It will also lead to cynical exploitation by the larger theatres of funding opportunities for work in which they have hitherto shown little interest.

Opening the conference, Luke Rittner, Secretary General of the Arts Council, emphasized the high priority now given by the Council to education. In 1985/6 the Education Unit's budget allocation will be almost doubled from £160,000 to a total of £310,000. More specifically, "a rough estimate indicates that about 20 per cent of the current drama allocation is spent on theatre in education and young people's theatre". Given the proportion of young people in the population and the profound importance of the work in question, however, the conference urged an increase in this to 33 per cent of the drama allocation including the national companies. The Arts Council has agreed to take account of the 20 conference proposals in formulating a detailed policy for theatre in education and young people's theatre with the regional arts associations, to be published later this year.

Ken Robinson

A full report of the conference is to be published by the Arts Council.

Fire and foolery

Flashpoint. By Tom Kempinski.
Young Vic Theatre Studio.
The Happiest Days of Your Life. By John Dighton.
RSC Barbican Theatre.
A Little Like Drowning. By Anthony Minghella.
Hampstead Theatre
Wild Honey. By Anton Chekhov (version: Michael Frayn)
National (Lyttelton) Theatre.

Written in 1979, *Flashpoint* was produced at New End, transferred to Mayfair, sold as a film. It is an argument play: different sides of the debate being allotted to various spokesmen. Six ill-assorted soldiers in Northern Ireland, detailed as a firing-squad to execute a comrade condemned for desertion under fire, argue the morality or otherwise of obeying orders. Confined overnight in a tiny barrack-hut, their closeness contributes to the tension among them which finally erupts into violence. One goes berserk, shoots another, holds the rest to ransom demanding a free pardon for the condemned deserter and for himself. That being granted, we learn that there was no execution, it was all a psychological game testing the unit's readiness to kill their fellows.

The sham being revealed comes as no surprise: the loquaciousness of the mouthpieces having strained credulity to breaking-point. Repeated dramatic (cinematic) time-limit devices introduced at intervals to hype the action garnered diminishing returns: Irish Question polemicizing became increasingly facile. A competent cast did their best, with director Roland Jaquarello, to make a success of a characterless piece which did not deserve revival.

Richly deserved the revival of *The Happiest Days of Your Life* certainly is, but why is the RSC doing it? Its enduring popularity with amateur and professionals argues its merits as a brilliantly constructed farce in which word and action are explosive devices detonating to riotously funny effect. The story of The Ministry of Devacuation's muddling mix of Hilary Hall for Boys with St Swithin's for Girls needs no retelling.

Those who saw the original 1948 production may find Peggy Mount's Miss Whitchurch somewhat broad and bullish compared with the feline delicacy and ruthlessness of Margaret Rutherford, but she is a mainstay in a flawed production. Maria Aitken (Gossage); Richard O'Callaghan (Billings); John Cater (looking oddly like E M Forster as the headmaster); Griffith Jones (Rainbow) all contribute expertly to the fun. Paul Greenwood (Tassell), nerve-struck wordless on the opening night, was in fine form on the second night earning rounds of applause for splendid foolery. The aged pupils strained belief, as did some of director Clifford Williams' tricksy additions. Nevertheless, it makes you ache and weep with laughter; whether it is what a subsidized company should be doing is another question.

Questionable, too, is why Anthony Minghella's *A Little Like Drowning* reached production. A family chronicle narrated by Grandma Leonora, it recounts her memories of marriage to Alfredo and its miserable consequences. Short scenes, interspersed with selections from grand opera, tell a tale of passion and possession among ordinary Italian folk in Italy, London, Dublin. Hardly sparing time to establish character, time, place, Minghella drives on to a melodramatic climax in which Alfredo dies locked in a lavatory screaming for a priest, making his confession through the door. Badly written, crudely directed (what is Callas doing singing in a 1930s concert?), confusingly designed, unconvincingly acted (except Morag Hood as Alfredo's mistress), *A Little Like Drowning* is a mess of biographical details undigested: grandfilial piety misplaced.

Good, then, to turn to the best new play in London: Chekhov's *Wild Honey* (formerly *Platonov*), marvellously realized by Michael Frayn from the original manuscript's six-hours playing time. Superly staged (John Gunter) and directed (Christopher Morahan), it has Ian McKellen at his brilliant best, leading a splendid cast. The characters are those we know as Chekhovian: retired colonel, local doctor, schoolmaster, student, landowners in debt to wealthy parvenu. The difference is that they are richly comic, thrown into wildly farcical situations. Nostalgia and elegy give place to romance and laughter. This rediscovery is what a National Theatre is for.

John James

R B Kitaj: Cecil Court, London, WC2 (The Refugees), 1983-84

Sustained encounter

The Hard-Won Image; Traditional Method and Subject in Recent British Art.
Tate Gallery until September 9.

Wherever you put the boundary between figurative and abstract images in art, this exhibition is unequivocally focused on the former despite the presence of pictures that seem at first to be far removed from ordinary visual experience. Dedicated to the painter-director of the Beaux Arts Gallery, Helen Lessore, who between 1951 and 1965 vigorously supported a large number of unfashionable realists, the show takes a stand against the long-established practice of paying attention to the latest 'ism at the expense of what is more traditional and sometimes more enduring art.

At the centre of the exhibition are large canvases by John Lessore, Peter Greenham and John Wonnacott of art school classes in which we see the patient and prolonged study of the life-model, which has provided the basis for skill in drawing and painting for centuries. But whether the images of the nude, still-life, landscape or figure-composition are meticulously assembled, as they are in the work of William Coldstream, Patrick George and Euan Uglow, worked and reworked, as they are in Leon Kossoff, Frank Auerbach and Lucien Freud, or apparently snatched from fleeting experiences, as they are in Francis Bacon, Howard Hodgkins and Adrian Stokes, most of these artists reveal a sustained encounter with subject and medium that has been largely absent from recent avant-garde art.

With over half the exhibits from the Tate's permanent collection, there are few surprises for the seasoned gallery-goer but there are a number of enlightening comparisons and contrasts. How much more at home Peter Blake, Hockney and Kitaj seem in the company of Coldstream, Lawrence Gowing and Michael Andrews and how very different in their emblematic, even hieratic imagery are Craigie Aitchison and Cecil Collins from any of these. As different, in fact, as Henry Moore's Reclining Figure is from Raymond Mason's lifesized, painted tableaux-vivants.

Yet for all the exhibition's range and polemical thrust, the outcome could easily be a renewed polarization of figurative and abstract art instead of the intended redress in balance between our evaluation of novel and traditional means.

M C

Europe sets the stage

Initial surprise soon turned to quiet concentration as an audience of government officials, teachers and townspeople of Neuchâtel followed the route of the promenade production with which director Bernd Köln brought to a close the Second European Children's Drama Festival.

One hundred and eighty 13 to 15-year-olds from 11 West European countries took part in the two week residential course in theatre arts at Collège du Mail, which was arranged through the Council of Europe's cultural department, and inaugurated as a bienniel event in 1982.

This year the host country was Switzerland who had poured into the festival 268,000 Swiss Francs (£89,000) in grants from central government, from the canton, the town council of Neuchâtel and the Council of Europe's cultural fund. But to Hans Dörig, from the Swiss Ministry of Culture, it was money well spent: "It's not enough to talk about good European relationships – you have to build them, and what has pleased me most is that it's been an active festival with children and adults of many countries making and building something together, not just talking of good intentions."

Active it certainly was, with a strong emphasis on hard work: three hours of workshops from 9am–12 every morning followed by a cooked lunch in the school dining room and two further hours of concentrated work from 2.00–4.00pm. Yet no problems of absenteeism or reluctant late-coming disrupted the sessions. Although different attitudes to discipline created some initial tensions about leisure time – the Danish, Dutch and British children being used to a more liberal régime than their European counterparts – no such difficulties invaded the workshops where groups of up to 15 children worked with obvious enthusiasm at their chosen course, under the direction of a professional theatre practitioner.

Some of the most noisily extrovert youngsters showed unexpected powers of concentration and eagerness to contribute ideas. Nor did language prove much of a barrier, though most groups contained at least half a dozen different language speakers. All the activities – costume making, scenic design, mask making, music, lighting, mime, movement, dance skills – relied only marginally on language.

The final production reflected interesting contrasts showing once again that the most expert practitioners are not always the best teachers. Hans Dörig admitted that with hindsight he felt this was the one weakness of the festival and hoped next time that more importance would be given to teaching skills.

In the last few days of the festival the pupil-centred style of the workshops changed to firm, direct instruction (a change which some teachers criticized), as director and artists strove to mould the different activities into a polished, theatrical production. The school and its naturally dramatic setting of wooded, hilly grounds was transformed into a fantasy world for a series of short scenes and tableaux vivants on the theme of "Dreams and Realities".

A capacity for spontaneous drama was also demonstrated when the Finns mounted an informal evening's entertainment which concluded with a mini version of the Scandinavian Festival of Light. After the formal lighting of the candles, procession, and dance were over, one of the Finnish boys called on everyone to place their nightlights on the rocks and ledges surrounding the school's patio, "to stand for the new friendships we have made here". As the lights fluttered and glowed in the shadows the children linked arms in a circle and began singing everything they could remember from the repertoire of their own international culture: pop music.

Ann FitzGerald

Literary competition

Competition No 53. Report by Scylla.
I asked for plausible but quite *inaccurate* derivations of nursery rhymes. What I got was delightful inaccuracy and a plausibility which set me wondering whether they were the "real McCoy" (which expression derives of course from a macaw the authenticity of which was established in the House of Lords). George Moor, who sent in several mini-entries, was a master at this; how obvious that *Baa Baa Black Sheep* stemmed from Charles II and his wool-tax, Dame Nellie and her boy-Duke in St Martin's Lane – how could it be otherwise? I believed too in D A Prince's depiction of Miss Muffet as Robert Peel and the low-fat-dairy-products tax. The most sensible competitors were those who explained *short* nursery rhymes: some versions of the long *Sing a Song of Sixpence* were not credible for any but the first verse.

I find it quite impossible to adjudicate between the five winners. Each has its individual merits, all the style of a pernickety researcher, and all of them staggering in the way they lie "like troopers" (which expression derives of course from the Tripos where undergraduates perpetually lied in Latin). £8 to each of them.

Hickory Dickory Dock
Because of the hostility of the Julian gens, the memory of Icarius Dicorius, dux of the Roman army, and his successful invasion of the British Isles in 55BC was erased by Julius and Octavius Caesar. Icarius landed his troops in mug formation (more strung out than the testudo) on Yr Cyllog, the then dormant geyser-riddled Cornish crater and was winning the day over the Cornuarii when the crater exploded. The historicity of Icarius' landing is confirmed by numerous finds in the area and the Roman "mus" still survives in Mousehole.

George Moor

Little Jack Horner
The delineation of an adolescent rite of passage is too obvious to require explication. However, a glance at Levi-Strauss's analyses of these events among the *Jakornia* people of Northern India proves beyond doubt the genesis of this fragment of lore.

The Jakorna male adolescent is banished to the far *corners* of the territory, where he is obliged to hunt; kill, and eat the raw entrails of, a *Krishna's Pie* (a species of myna bird), after which with a complex (and secret) manipulation of the left *thumbnail*, which has been specially grown and sharpened, he plucks one of the tail *plumes*, which he is then entitled to wear. If this is successfully achieved the omens are *good* for the youth's passage to manhood.

Gerard Benson

The Queen of Hearts
The origins of this rhyme are lost in the mists of mythology but we can deduce from Ovid's lovely tag, *"Sagittas Venus fecit"* that the Love Goddess (Queen of Hearts) made some arrows, or darts, possibly on the forge or anvil of Vulcan, the hammer-man, her husband. Cupid, her son (the Knave of Hearts) certainly stole the darts and has mischievously been employing them ever since. The episode of the King beating the knave "full sore" refers to Vulcan's revenge, *cum mal-leo*, after Venus's adultery with Mars (Mars here sharing with Cupid the role of knave). If we read "tart" for "dart" – a simple (and typical in Late Middle English) devoicing of the initial consonant – we have no difficulty in identifying the main events. The knave's subsequent repentance is probably a Christian addendum.

Eve Ryman

Tom Tom the Piper's Son
The origins of the orally traditional *Tom Tom the Piper's Son* are in Bengal, from one of whose dialects it is a free translation, used by native ayahs to frighten their tiny imperialist charges. Tom is a primogenitary descendant of the British soldier most feared by Indian mutineers in the 1857 Sepoy rebellion – the kilted Scot ("the piper"). The soldier has used pork-fat ("stole *the pig*") to grease his cartridges, and is represented in quick and subsequent retreat. Bengali tradition caricatures "Tom" as capable of disgusting atrocities ("the pig was *eat*" – note the inaccurate rhyme here, betokening the fact of transliteration); as militarily incompetent ("was *beat*"); and as characteristically pusillanimous ("went *howling*" &c.). The parable inverts the actual historical events to induce subconscious unease in the offspring of the ruling British.

Bill Greenwell

The stanza first appears in *MacCobbler's We Bairn's Booke* as "Thomas *Thom*". "Piper" in the Scottish context clearly means "plumber"; Dr Johnson often complains to Boswell of "no piper to disgorge the privy".

But would a plumber avail himself of a porcine beast for his labour? We suggest that the pig is a bot mould of purified iron (pig iron), for which a poor plumber would be grateful. The Significance of "eat" and "beat" becomes apparent since *Argot for Saturnachs* (Isle of Muck Press), defines "eat" as "hot" and "beat" as "burnt".

We suggest, then, that the rhyme derives from Thomas Thom, a Scottish plumber's son, stealing a hot iron mould to help his poor father and burning himself severely. The likelihood that Thom went roaring down the street is confirmed by Black's Medical Dictionary.

David Toley

Competition No 54. Set by Charybdis.
A recent correspondent to the *TLS* announced sonorously that "it is perhaps worth stating authoritatively once and for all that J M Barrie and Robert Louis Stevenson never met". To compensate for the disappointment occasioned by this devastating intelligence, would you please provide no more than 150 words of dialogue between two dead writers who certainly cannot, chronologically, ever have met; and who might be supposed to be temperamentally antagonistic to one another. Closing date: August 22.

Next week

Clancy Sigal reviews Nancy Cunard's *Negro*; Edinburgh Festival preview

THE TIMES EDUCATIONAL SUPPLEMENT 3.8.84

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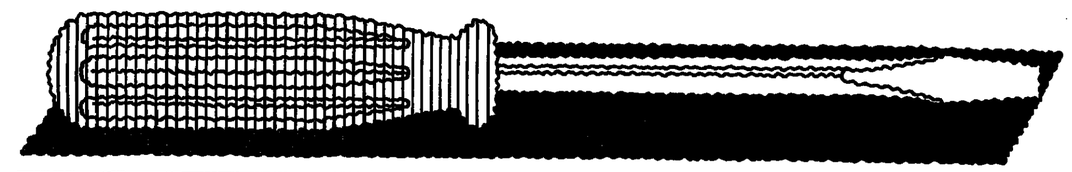

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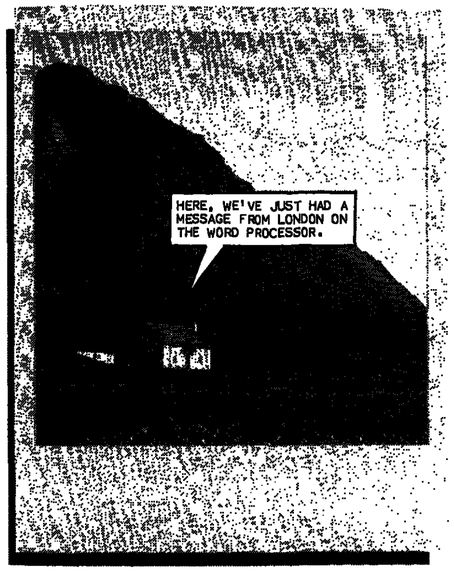

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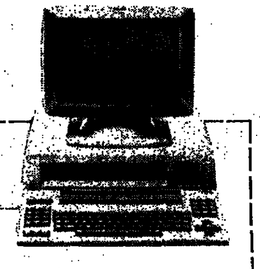

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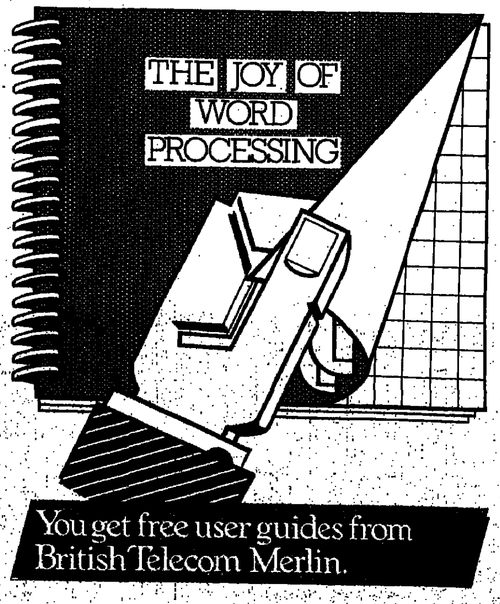

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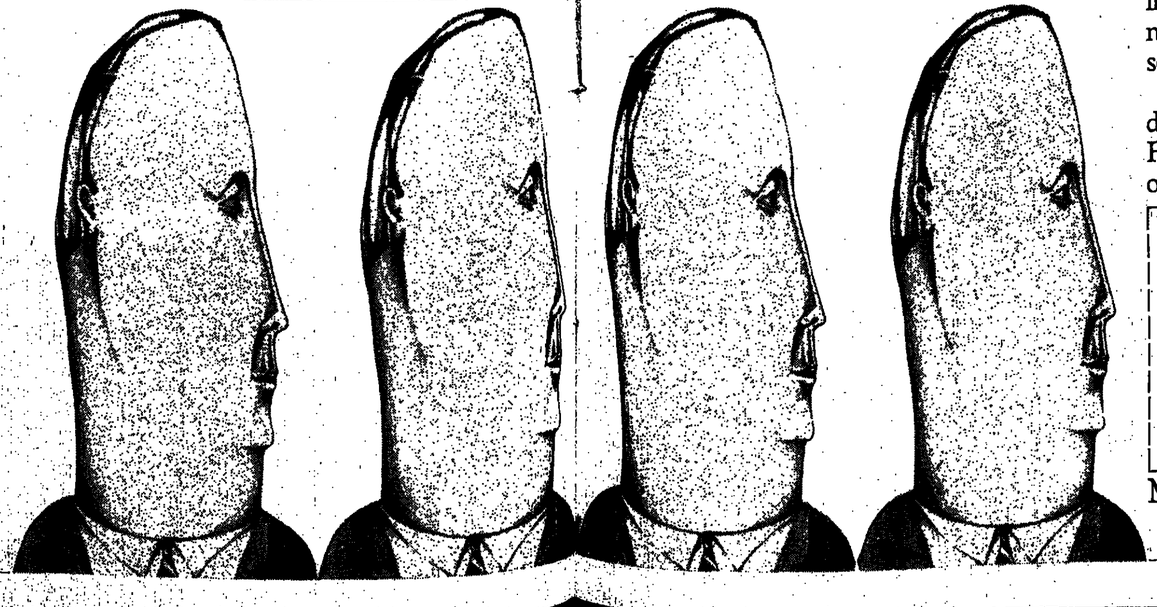

Prescriptions for change

Reforming Schools in the 1980s: A Critical Review of National Reports. By A Harry Passow.
ERIC Clearing House on Urban Education, Box 40, Teachers College, Columbia University, New York, NY 10027. $10.00.

The Commission on Educational Excellence, which reported to President Reagan's administration in 1983, captured well that mood of belligerent, nationalistic bombast which has in recent years characterized much educational comment, on both sides of the Atlantic. In the United States problems, like everything else, are bigger: "If an unfriendly power had attempted to impose on America the mediocre educational performance that exists today, we might well have viewed it as an act of war . . . We have, in effect, been committing an act of unilateral educational disarmament." Not surprising, then, that the title of the report should be *A Nation at Risk*.

There is an agreeable irony in the fact that this report, and the scores of documents which have gobbled up so much paper in the last two years, should have been marshalled and analysed by Professor Harry Passow, of Teachers College Columbia. For it was the same Professor Passow who observed in the 1970s that never before had there been such a plethora of commission and panel reports. The record has since been broken.

There are dangers in this latest burst of anxiety. It would be easy, too easy, to say (although it is almost true) that we have heard it all before. The roll call is a long one: Barzun, Bestor, Silberman, Conant, Rickover, Coleman. "The schools are not what they were, but then they never were." There is the danger, too, when so much appears all at once in treating the reports and books as though they were goods trains in a marshalling yard, of which the various trucks (proposals, indictments, comments, panaceas, prejudices, evidence) can be promiscuously assembled in any sequence. Who, apart from the distant specialist, has a clear idea of where the Commission stops, and Boyer begins, or how Goodlad differs from Sizer, or both from Adler. This is a pity because some of the comment, and especially the underlying values, really do change from one book to another. Then there is a third danger that the demonology of the monolithic American High School will capture the imagination as though all schools were the same, or California was like Arkansas.

The authors differ, schools differ, we have all heard much of this before – and yet, this time round, there are some general themes lying behind all the noise. What is arresting about them is not so much their novelty, as their disturbing simplicity and plausible coherence. What is the American nation being told? That schools have attempted too much in the past, and should concentrate on their proper task – although the Passow witnesses scatter almost like confetti such words as society, civics, ethics, community, democracy. Concentration means a common curriculum (which, in the event, often means little more than a common set of subject labels, with little thought about content or process). Diversity is bad – because "soft", inefficient, and divisive – and tracking cannot be justified in a system which is as serious (and it is) about equity as about excellence. Vocational education is out of favour: it cannot work in a rapidly changing society and offends doctrines of the common curriculum. Testing must be refined, and teachers made accountable for their competence.

Teacher training is a mess, marked by a neglect of knowledge of subject matter and time wasted on frills. Only poor students choose to become high school teachers, who are ill-rewarded and generally undervalued. Salary scales should be restructured to encourage good teaching. Discipline, like everything else, should be tightened up, and the school day and year must be lengthened.

American critics, who know best, have objected that all this is more like an indictment than a prescription for change. To a foreign observer the exclusive concentration on the high school is a little strange. Higher education – where many are fed up with the rotten preparation of future undergraduates – will apparently do its bit by raising standards of enrolment and requirements for admission to teacher training. The responsibilities and opportunities in the education of younger children are mentioned hardly at all.

But if the high schools are to change, who has the power to do the work? The major shifts of emphasis in the 1960s were achieved largely by Federal initiative in alliance with the great Foundations. Before that, change came from School Districts under the exhortations of reformers and prophets. What is striking in the present phase of soul searching is that commissions and task forces are at work in each of the 50 States, where legislatures and governors race against time and one another to show that they can fix things. Words may not change schools much, but a shifting balance of power may.

Harry Judge

For the new academic year —

Sim and Scott: 'A' Level English Law

Sixth edition, 1984

By R B Sim, LLB, CertEd, FRSA, Barrister, formerly a Chief Examiner to the Associated Examining Board and Peter J Pace, LLB, LLM, Barrister, Principal Lecturer in Law, Manchester Polytechnic

Sim and Scott has long been familiar to students of 'A' level law, for whom it has proved a popular, reliable and authoritative text. This new and substantially revised edition has been radically reconstructed to meet the particular requirements of the Joint Matriculation Board syllabus, though its clarity and the broad extent of its coverage make it suitable for all 'A' level candidates as well as for those requiring an introduction to law for a wide range of professional and vocational courses. Much new theoretical material, designed to set the substance of the law in its social context has been added. New cases covered in this edition include *Photo Production Ltd v Securicor Transport Ltd* and *B P Exploration (Libya) Ltd v Hunt (no 2)*.

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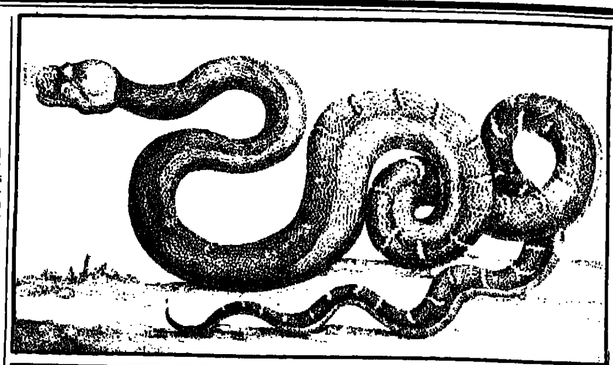


Emerald tree-boa – an illustration from the paperback edition of Wilfred Blunt's The Complete Naturalist, A Life of Linnaeus, *to be published by Collins on August 28 (£6.95).*

Golden memories?

Tom Corfe on some exercises in social history

Across Cobble-Stones. By Derrick V Rugg.
Tabb House £2.60. 0 907018 19 X.
Thatched Village. By James Buchan, Hodder & Stoughton £8.95. 0 340 32666 2.
The Hub of My Universe. By James Shaw Grant.
James Thin £4.25. 0 9508371 0 5.
Living the Fishing. By Paul Thompson, with Tony Wailey and Trevor Lummis.
Routledge & Kegan Paul £13.95. 0 7100 9519 8. £7.95. 9519 8.
Women's Work in Nineteenth-Century London: a Study of the Years 1820–50. By Sally Alexander.
Journeyman £2.75. 0 904526 82 8.
Club Life and Socialism in Mid-Victorian London. By Stan Shipley.
Journeyman £2.75. 0 904526 81 X.
The Hunger Marchers in Britain 1920–1939. By Peter Kingsford.
Lawrence & Wishart £12.50. 85315 555 0.
An Economic History of the British Building Industry, 1815–1979. By C G Powell.
Methuen £4.95. 0 416 32010 4.
The Workhouse System, 1834–1929. The History of an English Social Institution. By M A Crowther.
Methuen £4.95. 0 416 36090 4.
Urban Poverty in Britain, 1830–1914. By James H Treble.
Methuen £4.95. 0 416 36270 2.

With golden memories of a childhood that overlapped the Second World War, *Across Cobble-Stones* might seem like one of those museum galleries that treat with disconcerting reverence the familiar kickshaws of our own younger days. Derrick Rugg's home, though, was rather special, and he lovingly recalls the sights, smells and characters peculiar to his Devon village. The excitement, ritual and festivities of the year's harvest high-spot naturally figure large, but the social history here is generally overshadowed by simple tales of an unexceptional career in the village school.

Golden memories from two rather older and more sophisticated writers prove more revealing. James Buchan's *Thatched Village* was in Leicestershire (or Rutland?) in the 1920s. For James Shaw Grant, *The Hub of My Universe* lay in the Outer Hebrides. One writes and produces for television, while the other was hereditary correspondent for the Highland News; so each vision of the past is enhanced by artifice and artistry. We are given a vivid portrait of rural England going through a revolution as cars, buses and wireless drag it from primeval isolation, and a sharply detailed introduction to a remote world of kippers, crofters and kirks.

The *Thatched Village* teems with robust characters conversing in colourful dialect. It is rich in good stories, and it is great fun; but, perhaps it is not sound history. James Buchan coyly disguises his village and its surroundings; how much else has he doctored? Caricatures of arrogant aristocrats and dutiful "tisher" Strong menace the emancipated Scottish schoolteacher mother shows them the errors of their ways? Vigorous and vivid dialogue? Guerilla warfare of gamekeepers and village boys? This is a lively portrait of a changing community, but it is an outsider's reconstruction of the world he left long ago, painted in colours too bright to be entirely convincing.

James Grant's portrait is equally detailed and fascinating. His local-paper journalese and his opinions sometimes intrude; we know he regrets the affluent comforts and blunted taste of a later generation, as well as the "neglect, stupidity and misplaced paternalism" of government. But we have valuable social detail of a distinctive culture observed with a sharply loving eye: homes, schools, churches, ships and communities figure larger than personalities. This was in one sense a narrow world of fisher folk, farmers and quaint old ways, of Gaelic speech, prohibition arguments and whisky galore. Yet Lewis had unexpected links with a wider world. The Leverhulme soap empire briefly embraced it, and long before that Lewismen (through Jardine, Matheson) took a prominent part in the opium trade. Others went to Newfoundland and Hudson's Bay, and lined up on either side in Riel's Rebellion; indeed, there seems to be a sprinkling of Canadian Indian blood among today's crofters. Presumably costs keep Mr Grant from including photographs to guide our imagination, but he might have given us a sketch-map in which to set his island reminiscences.

Where a golden haze lies over these memories, History Workshop sets out to shed cold, clear, searching light. This is conscientious history from below, determined to detect and dissect the miseries of history's inarticulate underdogs. But *Living the Fishing*, drawing on invaluable oral evidence, is all the better for a strong whiff of nostalgia, and even strikes an unexpected lyrical note. Earnest discussion is admirably balanced by glimpses of real life, making an attractive account of a once vigorous industry, and the varied communities of sea-wandering men and migrating women it sustained. The three authors have just the right mixture of personal involvement and scholarly detachment. Paul Thompson, in a chapter sub-titled "the chiliasm of despair" coolly explains the same community that James Grant so warmly describes; these are recognizably the same folk, seen with less intimate affection but with clarity and charity. The drink problem, the land raiding of the 1920s, the activities and attitudes of the kirk, all slot neatly into perspective; as the book remarks elsewhere of the many communities it describes, "the relationships between family, moral order and economy are in short mutual and inseparable".

Two useful offshoots from the same root, now reissued by the London History Workshop Centre, are narrower in purpose. Sally Alexander's examination of *Women's Work* complains, with some justice, that both historians and their sources are guilty of anti-feminist bias and middle-class morality. Pathetic tales from the invaluable Mayhew enliven an otherwise sober study, which touches briefly on well-bred millliners' assistants but concentrates on the vast reservoir of cheap labour exploited by capitalist sweatshops. *Club Life and Socialism* deals with a small minority of high-minded workmen in a crowded corner of London; but what might have been an obscure byway of local history turns out to reveal a significant link in the history of left-wing politics. Resurrecting the lives and opinions of some obscure working-class agitators, Stan Shipley finds the missing link between O'Brien's Chartism and Hyndman's SDF.

There is a sunset glow, a reddish one in this case, about Peter Kingsford's story of *The Hunger Marchers*. The National Unemployed Workers Movement spent 15 years trying to resurrect the revolutionary spirit that briefly swept through the British working class in 1919–20; but there was to be no red dawn. Through the past century the industrial fringelands had sweated to make Britain wealthy, and when it seemed that inept London governments had thrown away that lead and allowed their industrial achievement to collapse, they came trudging up to town to remind the complacent home counties of their debt. It was a futile masochism, for Communist leadership damned these provincial eruptions in the eyes of right-minded politicians and union bosses. Still, the marchers dramatized graphically the plight of the provinces and the human effects of economic change. Peter Kingsford's account puts firmly into perspective the celebrated Jarrow Crusade, in one sense a rival project.

Three University Library reprints illuminate some of the economic and social background to these memoirs and studies. C G Powell's neatly systematic and straightforward *Economic History of the British Building Industry* (first published 1980) sheds light from an unusual angle on an age of expansion and change. M A Crowther's account of *The Workhouse System* (1981) presents a great deal of sober truth on a subject too often obscured by myths from all directions. James Treble has the gloomiest task; concerned only with material well-being, or lack of it, he plunges into the broad and ill-defined world of *Urban Poverty* (1979). Setting himself clear questions on its causes and practical meaning, he emerges with useful if unsurprising answers. No golden haze over these three solid and sensible surveys; instead, each treats with admirable thoroughness the floods of research covering its own small corner of the past century and a half, and each presents its results with commendable clarity.

CHILDREN'S LITERATURE

We Are Mesquakie We Are One. By Hadley Irwin
Sheba Feminist Publishers £2.75

This book, clearly the end product of devoted and sympathetic research, is the story of an American-Indian girl in the mid nineteenth century, told in the first person and with considerable skill and ability to get inside the mind of someone completely other. It is also the story of the terrible American guilt, perhaps less strong than the Australian guilt, but still the guilt of the murderer. What is it about the descendants – ultimately – of some middle eastern tribe which started pushing out so many millenia ago, that makes them so efficient at destroying other cultures? They destroyed or engulfed the culture of the Lascaux cave painters and went on to do the same to many another.

Hadley Irwin tells about such a destruction and the struggle to survive by those who were not shot or infected with smallpox or simply driven out of their homes into reservations on soil so poor that the white American colonists did not want it. It looks as if this branch of the Red and Yellow Earth people, the Mesquakie, were particularly united, with a sense of pride and history that carried them through their terrible ordeals at the hands of the Whites. A few of them, but enough to build up a new community, managed to struggle back to their old home, on the banks of the Iowa river, their security being that they had paid the American government for it – overcharged of course. I wonder if Anson Cook, the Quaker who helped them, is a historical figure. I hope so!

The Sheba Feminist Press is to be congratulated on a beautifully produced and inexpensive book which ought to be in many secondary school libraries. Hidden Doe, the heroine, is brought up by her mother and grandmother with a clear path of conduct and of necessary skills. It shows how a woman can grow up in the kind of culture which one thinks of as male-dominated, but in which wisdom, capability and a sense of honour is as much valued by the whole community in woman as in man. Perhaps a lesson for us all.

Naomi Mitchison

Monkey and the White Bone Demon, based on a sixteenth century Chinese novel (Viking Kestrel £4.95) is a strikingly illustrated picture book in which Monkey, its fearless hero, continually rescues his master and travelling companions on their way to the Western Heaven. A master of disguise he has here, finally, reduced his enemy the Demon to a pile of whitened bones.

PAPERBACKS

The Battle of Hamburg by Martin Middlebrook (Penguin £4.95) investigates the carpet of death rolled over the German city where most of the 40,000 civilians, who died on a single night, were fried. Unsparing, balanced.

The Causes of War by Michael Howard (Counterpoint £3.95). Here is a voice of historical reason disturbing those with visceral convictions. From peace campaigner to professional soldier, via us, this prescient book will encourage us to grow up historically.

The Germans by Gordon A Craig (Pelican £2.95) is a relaxing read from a popular American historian with an academic reputation. It also successfully balances the contesting pulls of change and continuity of modern Germans with their recent past.

A History of Poland by Oscar Halecki (Routledge & Kegan Paul £6.95) is a revised edition of what has become a standard text and includes three chapters by A Polonsky to bring the reader to the present. However, the original emphasis on earlier Polish epochs remains.

Hitler: The Führer and the People by J P Stern (Flamingo £2.50) attempts to understand the marriage between a private vision and public imagination. Using the tools of the social sciences, this appalling match becomes a believable reality and all the more unsettling.

Mark Featherstone-Witty

Otter watch

The Track of the Wild Otter. By Hugh Miles.
Elm Tree Books £12.50. 0 241 11061 0.

This report on research into the habits of one of Britain's most elusive of wild creatures is first class. There must be many naturalists who have never seen a wild otter and fewer, possibly only the author and some of his associates, who have seen them in such inhospitable surroundings as Shetland. One thing emerges clearly: the almost infinite patience required when observing wild animals in their natural habitats.

The text captures the experience of the author as he steps, laden with photographic kit, carefully over weed-covered rocks or silently along a cliff path, frequently in weather which would dampen the enthusiasm of any but the most dedicated.

The text is also considerably enhanced by splendid photographs and John Busby's drawings and paintings.

R C Vernon

The National Book League's summer exhibition, **Reading for Enjoyment**, will be on show at Book House, 45 East Hill, London SW18 (01 870 9055) between August 6 and 11, 10am to 6pm. Three hundred current children's books from the *Reading for Enjoyment* booklists, 0–1, 7–1, 12+ (Baker Books 95p each) will be featured. The three exhibitions will thereafter be available for hire at £21.00 each + VAT (NBL members £17.00 + VAT).

Perfect secretary

Elementary Office Practice. By Margaret Rennie
Heinemann £2.95
Much of this sixth edition has been rewritten to include topics such as word processing and microfilming, and the order of the contents has been rearranged to emphasize those functions which are common to all types of business organizations, ie reception, mail room, office machinery, telecommunications, etc. At the end of each chapter there is a selection of questions, including those from relevant examination papers, some of which could be adapted for use in assignments or "in tray" exercises. The book has ample illustrations which help to reinforce the factual information given as well as adding interest for the reader.

Office Procedures. By John Harrison
Pitman £3.25
This is an introductory study of office practice with topics specially selected for the new entrant to the office. Essential points of theory are covered along with new technological developments and their impact on office procedures. There are ample illustrations throughout the book and, in fact, some would make excellent practice material for typewriting display. There is a progress check at the end of each unit in the form of a list of multi-choice questions. The companion volume, *Practical Office Procedures*, contains practical and realistic activities which correspond with units in this text. The two books are intended for students preparing for the first level Office Practice examinations of the RSA, PEI, CSE and BEC General.

Practical Office Procedures. By John Harrison
Pitman £2.95
This is the companion book to *Office Procedures* and provides the case studies for the assignments, and specimen blank documents which can be copied for use in the assignments. Most of the activities relate to three office workers, their places of employment and their leisure time activities, so that students can become involved in realistic situations and know how to deal with them successfully. While the two books can be used separately there is much more to be gained by having both.

Talking Shop: A Secretarial Assignments Book. By Vera Eaton
Pitman £3.95
The assignments in this book are arranged around departments of a fictional company, and students are assigned to each department for varying periods of time. It provides good practice in typing from realistic manuscripts, proof-reading, the likely duties of a secretary in this type of company, and is excellent preparation for BEC National (secretarial skills and type-writing modules), LCCI Secretarial Studies and Private Secretary's Certificate, and RSA Typewriting examination. There is also a companion volume, **Talking Shop: Teaching Notes** (£3.50), which explains the arrangement of assignments in the students' book, and outlines a suggested scheme of work. The material for dictation, and guidelines for assessing assignments is provided, as well as keys to selected assignments.

Introducing Office Skills. By C J Swan
Longman £3.75
This is a first introduction to office skills, particularly for those taking CSE examinations. It covers a wide range of topics, eg finding employment; various office tasks including filing; reception; switchboard operation; typing; duplicating and reprographic work; arranging meetings; use of reference books; bank services; and wages. The vocabulary is simple, sentences are short, chapters are broken up into short, manageable sections. There are numerous exercises throughout the book to test progress and provide realistic tasks, and an abundance of interesting and helpful illustrations. There is a **Teacher's Guide** (£3.95) to accompany this book and facilitate the preparation of lessons and marking of pupils' work. The materials needed to complete the classwork and exercises are listed at the beginning of each chapter, together with suggestions for audio-visual aids. Addresses of the companies named are given at the end of the book. Answers are included, and in some cases more information is given than appears in the pupils' book. Where forms are needed, a typing guide is provided showing line spacing, margins and tabulator stops – another time-saver for teachers who do not have suitable blank forms or photocopying facilities.

Clerical Skills In Practice. By Margaret Leafe
McGraw-Hill £3.95
This book is suitable for students on training schemes and those preparing for CSE and RSA Stage I examinations, it concentrates on the clerical skills aspect of office practice and procedures courses, and provides a programme of realistic simulations, all vocational, designed to prepare the student for office life, and develop clerical, life and social skills simultaneously. The exercises are well organized; there is a list of questions after each section as a progress check; many useful illustrations, including a photo-quiz (with key) at the back of the book; and there is a *Teacher's Manual* available (£10.95) which contains detailed notes for course guidance, and copyright is partially waived so that task forms, progress checks, and work experience documents may be photocopied for class use, which all makes for some welcome flexibility for teachers.

The Electronic Office. By Malcolm Peltu
BBC £2.95
If you are one of the people still mystified by this expression, I suggest you read this little book. The author explains the current "State of the Art" through the daily routines of three individuals each using electronic systems, describes how the technology works, how best to evaluate it, and how to adapt it to existing organizational structures. The author also provides a glimpse into the future showing us both the technology to come, and its possible consequences. A dictionary of the new office technological jargon is provided at the back of the book plus an index.

The Perfect Secretary. By B Elizabeth Pryse
Collins £2.75
I have never actually met one of these, but there is no harm in aiming high. This book is intended as a reference and guide in business communication for those international secretaries who may already be working in English, but for whom it is a foreign or second language. It is also suitable for secretarial and business students preparing for international business examinations, eg RSA Communications Skills in English Stages II and III and the Diploma (RSA and LCC), and those undertaking a self-study course. The book provides a wealth of examples and exercises with questions for assessing progress; a section on American English which those working for an American employer will find useful; model answers to each chapter are given at the back along with a full glossary of international business terms and abbreviations, and a list of useful addresses and business information sources.

International Typewriting. By C Neocleus
Stanley Thornes £4.95 net
This is the sixth and revised edition of a book which can be used by beginners or more advanced students. It is so arranged that parts or all of the book can be used according to the time available to the student and teacher. The contents are divided into seven parts, each part clearly defined, plus suggestions to the teacher on the appropriate exercises for each level of attainment, and a helpful index. There is a wealth of practice material from the early keyboard exercises and drills through to elementary, intermediate and some higher examinations; and some excellent long speed and accuracy tests, plus a small amount of typing from a foreign language. As an "international" typewriting book it is a great pity there is not more on this particular section since there is a dearth of material in foreign languages for typists to gain experience before either taking an examination or a post abroad, or one which entails typing in a foreign language – authors and publishers, please note.

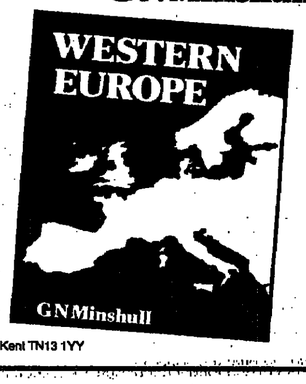
Margaret J Harrison

Western Europe

G N Minshull

Intended for O level and CSE courses, this book provides a systematic geography of Western Europe, including the EEC countries, Scandinavia, the Alpine regions and the Iberian Peninsula. Photographs, maps and diagrams, many of them in two colours, are liberally used, both to emphasise ideas and to help stimulate pupils' interest.

Chapters are included on agricultural and industrial case studies, looking in particular at multinational companies and government control and involvement in industry. Topics of interest such as North Sea oil, the Common Agricultural Policy and city planning are also highlighted.



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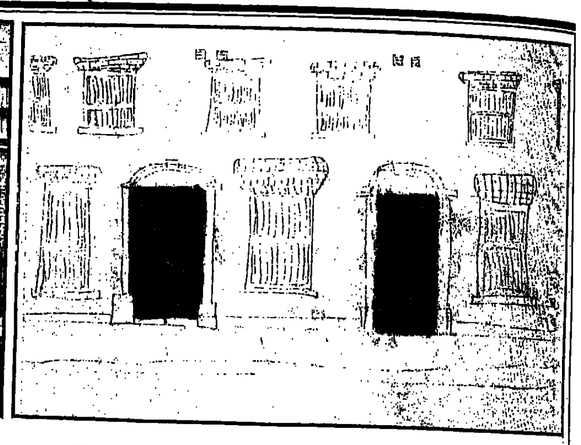


Familiar landscapes

Bill Hicks on 'The Traveller's Dream', part of Whitechapel Art Gallery's Artists in East End Schools scheme

A child wakes up in a room he doesn't recognize. He realizes he has lost his memory. Attempting to regain it, he sets out on a journey which takes him through a strangely familiar landscape of towering, fortress-like buildings, dark, scary subways and car scrapheaps.

This is the premise of *The Traveller's Dream*, a 20-minute slide-tape programme made by a group of about 30 10-year-olds from the Ben Jonson Primary School, Stepney. The programme is one result – the most tangible – of a 12-week, two-days-a-week residency of the young Leicester artist and film-maker Keith Frake. This was organized by the Whitechapel Art Gallery, with help from ILEA and an Urban Aid grant, as part of its "Artists in East End Schools" scheme, and as such was featured in a recent exhibition at London's AIR Gallery called "Art Within Reach".

The programme, which captivated a relatively sophisticated audience at the gallery, is a tightly-edited sequence of charcoal and line drawings, colour and black-and-white photos, held together by a multi-voice narrative skilfully mixed with location sound. It is an object lesson in the use of slide-tape as a medium for creative work in schools.

The memory-loss idea proved to be an effective device, stimulating the children to observe their surroundings in new ways. It caught their imaginations to the extent that the material they produced would have filled a two-hour, rather than a 20-minute show.

Keith Frake's approach to his residency was at variance with the typical artist-in-residence practice as established in its relatively brief history. Instead of aiming to develop his own work in a school environment, in the hope that exposure to the creative process might trigger off something similar in the children, he decided from the outset to help children produce *their* creative work. His function would be to put his skills and judgment at their disposal.

He chose slide-tape, rather than say making a film, not so much for reasons of economy, but because of its extreme flexibility, the almost limitless opportunities for division of labour it offers, with a definite final product in sight. It also leaves individual imaginations free to roam within the constraints of the theme. And at the crucial selection stages, when all the photos and drawings and poems and descriptive pieces are sifted through and tried in various sequences, it is even amenable to a form of classroom democracy.

Hardware was kept as simple as possible. All photographs were taken on automatic exposure Olympus Trip cameras, with the focus fixed on infinity for uniformly sharp pictures of buildings and landscapes. Sound recordings were largely made on Keith Frake's own good-quality tape machines. He also provided a twin-projector dissolve system, the vital ingredient which transforms a one-by-one slide show into something akin to the movies, only with sharper images. He found the children rapidly came to appreciate and exploit the idea of fading one picture into the next, of pacing and sequencing images in relation to a soundtrack.

Keith Frake was very eager not to be seen as just another teacher. He admits he was not too worried that, for some of the group, the project was merely an opportunity to get out of school for a few hours. Nevertheless, the results prove that he was a highly effective tutor in drawing, photography, sound recording and creative writing for those children who were willing. He even spoke of "co-ercing" better and better work out of the pupils he knew to be capable, and of the "sweat" involved in achieving a truly professional final product.

The only point at which Keith Frake intervened directly to exercise his own directional skills, was at the admittedly crucial stage of sound editing and "pulsing". So he took the final decisions about the rhythm of the programme, but only after much discussion with its creators and only with their approval.

The project speaks volumes for the catalytic value of having an artist in the school, even on a part-time basis. Perhaps the main problem for schools after such an artist leaves is how to maintain and build on the enthusiasms and skills generated.

Information on artists in schools is available from the Whitechapel Art Gallery, and from the Public Art Development Trust, 6/8 Rosebery Avenue, London EC1R 4TD.

Keep on running

The Ancient Olympic Games
British Museum until September 2.

"Charmos, a long-distance runner, finished seventh in a field of six. A friend ran alongside him shouting: 'Keep going, Charmos!' and although fully dressed, beat him. And if he had had five friends, he would have finished twelfth". Thus wrote an early commentator on the Olympics.

The lively exhibition currently on show at the British Museum is full of such telling insights into the bygone days of sport – which don't seem as remote as all that. Bribery and scandal, professional versus amateur, national squabbles, are as old as the Games themselves (the first official Olympiad dates from 776BC).

Where the ancient Games do differ from the resurrected version is in their religious nature – the Games were the greatest of all PanHellenic festivals, imposing a three-month truce on all participating countries; and in the importance given to the prowess of the individual, inspired by a god, rather than the state from which he came.

Using pottery illustrations, bronze statues, rubbing-oil flasks and other artifacts to show the five main types of event, the exhibition is focused around a stunning model of the Sacred Precinct at Olympia. Flocking between altars and sacred images in the grove, the spectators would watch wrestling and boxing, running and equestrian events and the discus, javelin, long jump, race and wrestling of the pentathlon.

There was also an Olympic Games for girls – the Heraia – in which the foot-race was the only event. Yet for all the stress on dedication to Zeus, it seems that training and performance were as strictly physical as today.

From Plato, who condemned the use of hot baths as effeminate, to Milo, the famous wrestler who is said to have eaten whole a four-year-old heifer after having carried it around all day, ancient literature abounds in references to the Olympics. Greeks (parentage had to be proved) came from all corners of the known world, from Lybia, the Caspian Sea, the Balkans, Spain, to win the coveted olive wreath which, with the odd bottle of olive oil, was all there was in the way of prizes.

Perhaps it says something for the relative strengths of motivation in human beings that the Olympics, which offered only fame and glory to the victors, lasted a thousand years where the lesser Games which proliferated and gave lavish prizes were short-lived. And what, one wonders, of our own hundred-year-old Olympic Games?

Above: Herakles, dressed in traditional lionskin with club and bow, is received into Heaven by a winged Victory. Zeus looks on, bearing his winged sceptre and thunderbolt. Herakles, a hero legendary for his strength, was said to be the founder of the Olympic Games which were dedicated to Zeus.
Below: Detail from an Athenian amphora c. 475–450 BC. (British Museum Collection).

An excellent book, The Ancient Olympic Games, *by Judith Swaddling is available from the British Museum bookshop at £3.95.*

Victoria Neumark

Half-remembered song

Folklore Series
10 booklets: £1.95 each, except introduction £3.90
Breakwater Books, Newfoundland
Distributed by Pandemic Ltd, 71 Russell Street, London WC1.
Folklore in North West Lincolnshire
Price £2
Scunthorpe Museum, Oswald Road, Scunthorpe, Lincolnshire.

How does one study folk literature? Anonymous, evanescent, arising from the groundswell of popular emotion and disappearing back into the maw of half-remembered song, story, myth, it is not an easy plant to press in the page of a library.

Typically, the Canadian product *Folk Literature* tries in a densely-packed series of booklets to compress examples, discussion, reference and methodology into a modular format which can be easily tested and, one suspects, as easily forgotten. The English offering is simply a collection of source material, intriguing or poignant, but with absolutely no guidance to teacher or student on use.

Folk Literature has clearly been aimed at specific courses for the first two years of American college. It would thus be suitable for A level. The constant statement and recapitulation of goals might wear the patience of a British teacher, but much of the material is useful, including discussion suggestions and directions on how to do your own fieldwork. The insistence on modern equivalence is fine, and releases the student from considering mere words on a page: a strange way to look at folklore.

There are 10 booklets in the series, covering folk tales, folksong, recitations and monologues, the ballad, folk speech, folk legend and folk drama. On the whole, the material chosen is English, but there are references to Newfoundland (where the series is published) and to the customs of Inuit and other Eskimo peoples, which broaden its scope.

The two booklets on folk speech make a very amusing selection of children's rhymes and modern proverbs which should catch the fancy: "She wns pure as the snow but she drifted". Professor John Widdowson, responsible for these sections, has spent a lifetime studying folklore and his discussion flows easily on the page. It may bring the subject alive to discover that "How do you make a hamburger for an elephant? Answer: First you take a big bun . . ." is not just occasion for a groan but is folklore. As a whole, however, the series is uneven and suffers from having many contributors. Its rather ponderous overview-cum-introduction could be discarded and the material alone used to better advantage.

Scunthorpe Museum's beautifully-produced pack of reproductions of old photographs, herbals, ballads, songs and posters is sandwiched between reproduced articles on customs and history, an almanac, glossary of dialect, gazetteer and listing of superstitions and proverbs. It would be a wonderful resource for an A-level project. It includes a fascimile account of a wife-sale, probably a spoof, and a rough draft for a lonely hearts ad in 1873: "Wanted, a wife, nothing else will do" has been scratched out and more tamely a plea for a clean and industrious person of middle age written in. As the proverb has it, "Honest men marry soon, wise men not at all". Well, glass, is this good advice?

VM

notes

SCIENCE KITS

Kits of materials for primary science are being made available by the Society of Chemical Industry. Each kit contains about 30 samples of five or six materials with which young children can carry out simple experiments.

Pupils' notes suggest what these experiments might be: for example, put your material near a magnet; leave it in water; how can you make it rough? make it smooth?

Materials in the pack include different kinds of plastics, metals, wool and fibres. The scheme follows a pilot project begun in 1982 with Hampshire Education Authority. Similar packs were tried out in several Hampshire schools. Feedback from them indicated the importance of teachers' and pupils' notes and the need to provide a sample of each material for every child in the class. David Evans, Hampshire's Science Adviser for Schools, also suggested that in-service meetings to introduce the packs and discuss their use were advisable.

Packs cost £5 for postage and packing only – the contents are donated by the manufacturers. Further information from the Society of Chemical Industry, 14/15 Belgrave Square, London SW1 8PS.

On the buses

Jan Cumming attends the launch of a new vehicle for introducing modern technology to girls

It is government policy to equip eventually every school in the country with a computer. It is the aim of the Equal Opportunities Commission and the Engineering Council – through the WISE (Women Into Science and Engineering) campaign – to see that girls are given easy access and greater opportunity to use these computers. In order to accelerate the education of girls in this and related fields, Mrs Thatcher last week launched a double-decker bus, converted into a mobile teaching and exhibition unit, which will tour schools across the country. Students who have not yet had the chance, will receive first-hand experience of modern technology.

The bus was converted by British School Technology and provides four areas for practical work with mechanisms, electronics, pneumatics and microprocessors, plus an information section with room for 16 to watch a video on women working in industry.

The conversion cost was £58,000. Funding came from the Manpower Services Commission, Department of Trade and Industry and Department of Education and Science. Many sections of industry are aware of the need to stimulate interest among the potential workforce and donated all the equipment, which includes a BBC Acorn Microprocessor and a videorecorder from Thorn-EMI.

An important part of the project is keeping in touch with new technological developments. Ron Denney, a project director of BST, believes in using the resources of today: "A twentieth-century curriculum needs a twentieth-century structure to make it work." Introducing up-to-date technology to students at an early age (the project covers an age range of 8 to 18), means they approach it with enthusiasm and learn new skills which will open up further opportunities.

Girls are beginning to consider science seriously as a career option. Helen Basham, 18, a student at Queensbury Upper School, Bedfordshire, has benefited from the encouragement she has received at her school to use computers. She has been awarded a scholarship by Hunting Engineering to go to the Royal Military College of Sciencee and Engineering at Shrivenham, and intends to become an electronics engineer.

Schools are rapidly trying to provide more technology courses and British School Technology is an educational unit which is acting as a national focus for advice and consultancy. Bedfordshire already has several buses operating in its area which have proved very successful and many other counties have shown interest.

An in-service teacher training programme is planned with each local education authority nominating eight schools in their county to take part in the project. Each school is asked to release two teachers, one science and one CDT (Craft, Design, Technology), who will receive four weeks' training, ready to take classes when the bus visits their particular school.

Geoff Shillito, a project director responsible for the teaching and exhibition programme, is keen that neighbouring schools should use the bus in the evenings and that parents should also be encouraged to take advantage of its facilities. And if possible the bus will stop in local market places and be open to the general public at weekends.

It is interesting to note that of the 15 staff appointed to train the teachers in the schools, none are women. Perhaps this scheme will change that situation and encourage more girls to take up opportunities in the science, engineering and computer industries. The bus still needs a woman driver – any offers?.

MEDIA

Trak Trix
Channel 4
Fridays
6.00–7.00pm.

Crackerjack was never like this. *Trak Trix* is Channel 4's new teenagers' game/sport show. It's a national competition in 10 parts to find the best team from schools across the country. The events have a distinctly "alternative" feel about them.

For example, in this week's adventure course we saw teams racing against the clock to fill a supermarket trolley with traffic cones and rubber tyres. The catch – all members of the team were on roller skates and the playing area was steeply sloped.

Teamwork took second place to bravery. The six team members involved in each time trial were all correctly helmeted and padded, which, against the background of the playing area (a car park), made the whole thing look like a raid on Tescos by part of the cast of *Star Wars*. In each heat, the adventure course is completely different. It will be worth watching to see what they think of next.

Trak Trix is a strange, but very enjoyable mixture of wish-fulfilment and improvisation. Each week there are two motorized events, Karting and Scrambling, neither of which is very new. Certainly in the events I saw, it wasn't *that* exciting either. This was particularly so of the Karting. The only way the young drivers could increase the speed of their underpowered machines was to bounce up and down in their seats as they took corners.

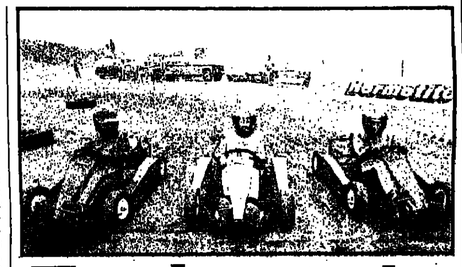
Despite the teams being mixed, in both motorized events in the first programme, the contestants were all boys. This wasn't the fault of the production company, I was assured. Part of the programme's aim is to allow the young teams of 11–15 to decide who's going to participate in which event.

The improvisation part comes in the form of a "future sport" slot each week in which the teams and presenters demonstrate a new game which requires minimal equipment and facilities. Watch out on future programmes for games with names like Uni-Hock, Tchook Ball and HackySack, which can only be described as a cross between juggling, tennis and football. In the first programme we saw an excellent variant on basketball which only requires one Frisbee, some piles of sweaters and a park or beach space.

For Frisbee, we are told, please say "Sports Dise". There was another Sports Disc event in the first programme, in which contestants had to get the discs through up-ended hoops. This wasn't half as exciting as the second roller skating event, in which the Tesco raiders had to skate through a demanding set of obstacles. It was during this that there was the programme's first accident. We were told with admirable frankness what had happened to one of the skaters, who took a fairly nasty-looking fall.

We were also shown – admirable frankness again – contestants after each event, so we could share their triumph or defeat. In one amusing moment after a team game, the team in question's post mortem nearly turned into a serious argument.

Two other interesting features of the 50-minute programme – the prizes the contestants win for their school or youth club are outshone by the amount they can raise for charity through sponsorship. And it's to the programme's credit that the teams know the *specific* projects that their money will help, because they've chosen them themselves.



Track events

Nick Baker on a teenagers' game/sport show that combines wish-fulfilment with improvisation

The other is the use of an animated figure (it's supposed to represent a track shoe, but it looks more like a slug to me) which is superimposed on the recording to help demonstrate, for the benefit of the hard of hearing, the rules of the games and their scores. It's hard to say exactly how effective this is. Sometimes it works quite clearly, sometimes not at all. In any event, if you want to know what's going to be played on your street corner or in your local park in the year 2000, *Trak Trix* may give you a few ideas.

Although it was twice the length of *A Full Life*, by the time the credits came up (inevitably to the strains of a tune which wasn't quite the theme from *Chariots of Fire*), I realized I knew less about the real Coe than I did about Osborne. A pity: a critic (able-bodied) but alas no runner, I think I'd still prefer him.

Hugh David

Life style

A Full Life
Channel 4, Tuesdays, 5.30 – 6.00pm.
Sebastian Coe: Born to Run
Channel 4, Saturday July 28.

Maybe it was my set, but the colour was full, vivid and saturated in the first of Jill Cochrane's biographical television interviews, *A Full Life*. There was John Osborne, ruddily sun-tanned, grey-bearded and wearing a blue cardigan, sitting in front of a lush, verdant shrubbery.

There was a certain appropriateness about it for, as readers of his autobiography *A Better Class of Person* will know, Osborne's world is a technicolor place. With due deference to the susceptibilities of the early-evening audience, this came across in his answers to Ms Cochrane's gently-probing questions. His mother – the luckless Nellie Beatrice whom the playwright has not seen for five years – he dismissed as "a very dislikeable woman"; we critics got predictably short shrift ("People don't realize a lot of them are cripples; they've got surgical boots or skin diseases or things they've picked up from other people") and so did actors ("Most of them are rather psychotic; they're incapable of friendship or love or loyalty – and the women are usually worse").

But far from confirming him as the crusty, short-tempered laird of Edenbridge – his home in that Kentish village was a backdrop for the chat – the programme discovered a human side to Osborne. I almost found myself liking him, despite all that "Damn You, England!" business. Almost.

There are two main ways of approaching television biographies. *A Full Life* is an example of what might be called the *Desert Island Discs* approach. The subject is allowed to talk, to ramble with only the tactful prodding of the charming Ms Cochrane keeping him more or less on the biographical straight-and-narrow. It is usually more interesting and invariably more revealing than the alternative, *Omnibus* approach, which is far more elaborate and usually more pretentious.

Nicely placed to crown the pre-Olympic build-up, last Saturday's *Sebastian Coe: Born to Run* was a fine example of the latter. Trailed in *TV Times* as "an in-depth look at the life of Seb Coe", it was nothing of the kind. A voice-over narrator predictably told us exactly when he was born; there were shots of his house, his parents' house, of Seb running, Seb training, Seb watching television, Seb at Stamford Bridge, and endless amounts of archive film . . . but all I gathered about the man inside the ICI sweatshirt was that he had failed the 11-plus and would willingly hang up his Nike-sponsored spikes and play in a jazz band if only he was good enough.

Peter Coe, Seb's father and trainer, featured largely. Seb himself, however, remained in irritating long-shot. Pretty, intelligent, articulate and as media-seductive as David Gower, he should have been given more opportunity to talk to camera, if only to argue his way out of the kit-bag in which Tony Maylam's film constrained him.

briefings

radio & tv

Open University

HAVE YOU YOUR HOMEWORK DONE, MAMMY?
(Saturday 08.05, BBC2)
What is community education? This case study from Belfast shows the advantages for women who want more control over their own lives.

Continuing education and general interest

INDUSTRIAL GERMANY – THE RUHR
(Friday Aug 3 11.00, Radio 4)
David Smeeton reports on the industrial, social and educational changes in the heartland of West Germany's industry, the Ruhr Valley.

STAYING IN BUSINESS
(Friday Aug 3 23.00, VHF4)
Anyone can start a business – but what are the crises and pitfalls to be avoided? Peter Hobday begins by finding out "Who needs you anyway?"

ALL IN A DAY'S WALK
(Monday 12.30, ITV)
A botanist, a geologist and an ornithologist go on a series of six walks in Northern Ireland, starting at the Giant's Causeway.

LET'S PARLEZ FRANGLAIS
(Monday 18.40, C4)
A lighthearted, new approach to language learning. Petula Clark, Cliff Richard, Angela Rippon and others take part in sketches devised by Miles Kington of "Franglais" fame.

Briefings will resume in September

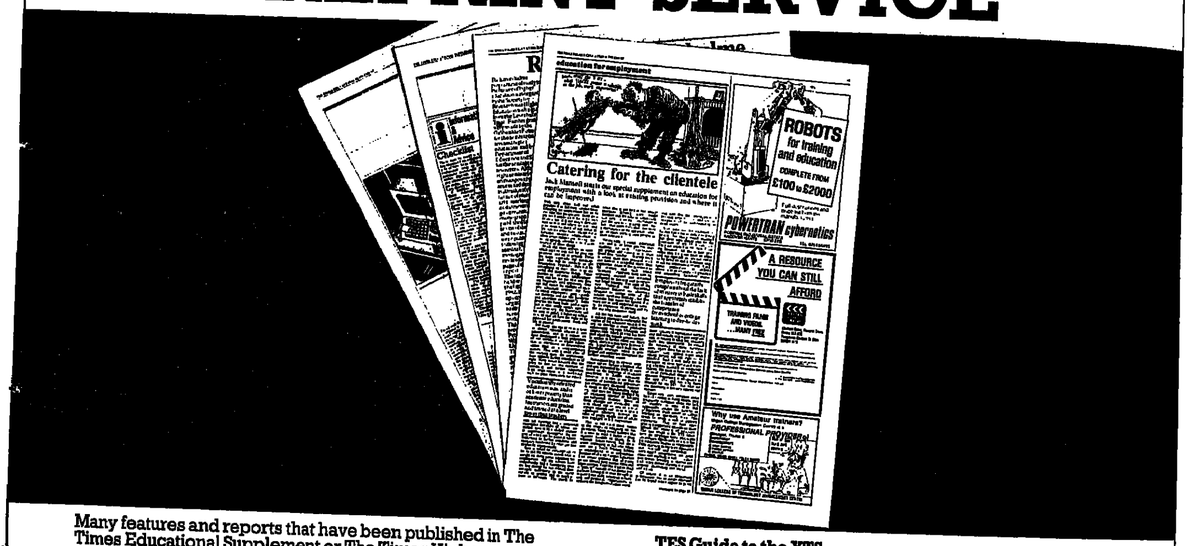
4 Television Programme Recording

Titles Available for Week Commencing Sunday 5th August 1984

Wednesday August 8
17.30 Splash: Backstroke *fee code B*
Thursday August 9
17.30 Start Here: The Liquid Show *fee code D*
18.30 Today's History: The Making of American Presidents Part 2 *fee code D*

Saturday August 11
14.00 Great Walks: Malham Cove and Gordale Scar *fee code B*
(Alt. This programme is subtitled for the benefit of deaf viewers)
For More Information Contact
TV Recording Licence Dept.,
GUILD LEARNING
Guild House Peterborough PE2 8PZ
Telephone (0733) 63122

THE TIMES SUPPLEMENTS' REPRINT SERVICE



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Modern Language Teaching
A 12 page feature including articles on the Foreign Language at Work scheme, understanding comprehension, and a report from the National Congress on Languages in Education. First published in TES on 3 February 1984. Price 80p.

Computers
A 20 page reprint designed to inform the rapidly increasing numbers of teachers needing to be kept abreast of current developments. First published in TES on 2 March 1984. Price £1.00.

School Travel
24 pages of school trips at home and abroad. Reprinted from two extras. First published in TES in January 1983. Price £1.30.

School Visits
A 16 page feature giving details of day trips to various museums, historical buildings and places of interest as well as covering Venture Weeks and a 'Do-it-yourself Europe' survival course plus tips on how to make your school visit enjoyable for both pupils and teachers. First published in TES in February 1983. Price £1.00.

TES Guide to the YTS
A 4 page guide that attempts to sum up the facts and set out how the scheme actually works. First published in TES in May 1983. Price 25p.

Leverhulme Report
A 4 page edited version of the final report of the programme. First published in THES in May 1983. Price 25p.

Business & Technician Education
An 8 page feature containing contributions from Mr H. N. Raine, Chairman of the Business and Technician Education Council, Sir Robert Telford, Chairman of Marconi, and Dr George Tolley, Head of Quality at the Manpower Services Commission, to name but a few. First published in THES in March 1984. Price 80p.

Review of 1983
An 8 page reprint summing up some of the important happenings in the world of higher education during 1983. First published in THES in December 1983. Price 80p.

THES Peer Review (i)
A 6 page survey that discovers how academics in seven disciplines (Civil Engineering, History, Economics, Physics, Politics, Chemistry and Architecture) regard the standing of their subjects. Compiled from reports in the THES in December 1982 and August 1983. Price 50p.

THES Peer Review (ii)
A 2 page survey covering Business Management, Biology, and English. First published in THES in January 1984. Price 25p.

Information Technology
In March, the THES published its second feature on IT. This includes articles on digital drawing-boards, geographical data sifting and other valuable information. First published in THES in March 1984. Price 25p.

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School Visits	
YTS	
Leverhulme Report	
BTECH Education	
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Peer Review (i)	
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Index to Appointments vacant, Wanted and other classifications

Appointments vacant

Primary Education
Scale 2 Posts 27
Scale 1 Posts 27

Middle School Education
English 27
Mathematics 28
Physical Education 28
Other than by Subjects 28

Secondary Education
Remedial Posts 28
Art and Design 28
Commercial Subjects 28
Computer Studies 28
Craft Design & Technology 28
English 28
Geography 29
History 29
Home Economics 29
Humanities 29
Mathematics 29
Modern Languages 29
Music 30
Physical Education 30
Religious Education 30
Science 30
Other than by Subjects 31

Sixth Form and Tertiary Colleges
Scale 1 Posts 31

Special Education
Scale 1 Posts 31

Appointments in Scotland 31

Independent Schools
Art and Design 31
English 31
Geography 31
History 31
Mathematics 31
Music 31
Pastoral 31
Physical Education 31
Religious Education 32
Science 32
Other than by Subjects 32

Preparatory Schools
Classics 32
Modern Languages 32
Music 32
Physical Education 32
Other than by Subjects 32

Colleges of Further Education
Other Appointments 32

Universities Appointments 33

Colleges of Higher Education
Other Appointments 33

Adult Education 34

Community Homes and Associated Institutes
Other Appointments 33

Assessement Centres 34

Youth and Community Service 34

Overseas Appointments 34

Administration
Local Education Authority 36

Administration General 37

Child Care 37

Educational Psychologists 37

Ancillary Services 37

Miscellaneous 37

Outdoor Education 38

English as a Foreign Language 38

Appointments Wanted 38

Educational Courses 38

Tuition 38

Personal
Announcements 38

For Sale and Wanted 38

Holidays and Accommodation 38

Properties for Sale and Wanted 38

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Cancellation deadline 4.30pm Monday preceding Friday of publication.
Terms and Conditions of Acceptance available on request.

Primary School Education

Scale 2 Posts and above

BRENT

LONDON BOROUGH OF BRENT
PARENT INFANTS SCHOOL
Church Lane, NW9 8JS
(Roll 193)
Required as soon as possible Scale 2 post for an enthusiastic INFANT TEACHER with MUSIC qualifications. Able to co-ordinate MUSIC throughout the Infant School and Nursery.
London Allowance of £887 per annum is payable.
Brent is an Equal Opportunities employer.
Brent is fundamentally committed to Multi-Cultural Education.
Application forms (sae) obtainable from the Headteacher returnable within 7 days. (084421) 110020

BROMLEY

LONDON BOROUGH OF BROMLEY
HILL PRIMARY SCHOOL
Hill, Chislehurst, Kent BR7 6DJ
An experienced full-time teacher is required for September 1984 for one term. A senior post in the management structure (Scale 3) for reading and language development, to consolidate and co-ordinate the individualised reading scheme throughout this Primary school is available. The training and deployment of a team of ancillary helpers to assist the teachers is a vital aspect of this post as is the ability to diagnose and prescribe for children with reading difficulties.
Although temporary from September, 1984, this post will be advertised as permanent, Scale 3, for January 1985. Interviews for the temporary appointment will be held on 30th August 1984.
Application forms and further details available from the Director of Education, The Town Hall, Widmore Road, Bromley, Kent BR1 1SB (foolscap s.a.e. please), to whom completed forms should be returned by 14th August, 1984. (08848) 110020

Scale 1 Posts

BERKSHIRE

Required for September 1984. A qualified Nursery/infant teacher (M/F) in a primary school serving the education of children, ages 2 - 12. Applicants should be able to teach reading and a knowledge of Montessori methods is desirable.
Salary based on Burnham Scale.
Letter of application (with C.V. and names of two referees to the school marked "Nursery Application" as soon as possible. (08929) 110022

CORNWALL

Scale 1 posts required from September for FALMOUTH C OF E V.C. J & I SCHOOL
Western Terrace, Falmouth, Cornwall
(1) Teacher for Nursery Unit. (2) Temporary teacher for infants for 18 months.
Application forms (S.A.E.) from The District Clerk, The Leats, Truro. (09014) 110022

DEVON

AXMINSTER PRIMARY SCHOOL
Stonay Lians, Axminster EX13 5BJ
(Roll 279)
SCALE 1 GENERAL SUBJECTS
Required September 1984 or as soon as possible thereafter for lower juniors.
Please apply to the Head Teacher as soon as possible. (08385) 110022

ENFIELD

LONDON BOROUGH OF ENFIELD
LAVYMER ALL SAINTS C.E. JUNIOR SCHOOL
Hyde Rhonda Avenue, Edmonton, London N9 9RS
Voluntary Aided. Roll 564
Required for September 1984, Scale 1 teacher for lower juniors in this modern 2 form entry school situated in attractive surroundings.
London Allowance, £645.
Application forms (large SAE) obtainable from the Director of Education, PO Box 55, Civic Centre, Silver Street, Enfield EN1 3XQ. Completed forms to be returned to the Head Teacher, at the School by 17th August 1984. (09031) 110022

HARROW

EDUCATION COMMITTEE
KENMORE PARK MIDDLE SCHOOL
Moorhouse Road, Kenton, Harrow, Middlesex HA3 8JA
Tel: 01-204 6254
Teacher for general subjects required from 1st September 1984 for one term to teach general subjects throughout this 8 - 12 Middle School in the Kenton area of Harrow.
HARROW IS AN EQUAL OPPORTUNITY EMPLOYER
Application forms from and to be returned to The Civic Centre, PO Box 22, Harrow, Middlesex by 7th August, 1984. Tel: 01-863 5611, Ext: 2756. Please enclose stamped addressed envelope. (08811) 110022

KENT

COUNTY COUNCIL
EDUCATION DEPARTMENT
TRANSFER DIVISION
ST GREGORY'S R.C. (SPECIAL AGREEMENT) PRIMARY SCHOOL
Sittingbourne Grange, Margate, Kent
Assistant Teacher required September 1984 for one year to teach P.E. and Games throughout the School during the secondment of the permanent postholder.
Practising Roman Catholic preferred but not essential.
Applications, with the names and addresses of two referees, to the Headmaster at the School as soon as possible. (08409) 110022

LANCASHIRE
COUNTY COUNCIL
An Equal Opportunities Employer

ST. ANNES R.C. PRIMARY (AIDED) (OUR LADY STAR OF THE SEA) Lytham St. Annes
(184 on Roll)
Required 1st September 1984 or as soon as possible.
SCALE 1 INFANT. NEWLY QUALIFIED TEACHERS CONSIDERED.
For application form and addresses to whom completed forms should be sent, send SAE (foolscap) to Chief Education Officer, P.O. Box 61, County Hall, Preston PR1 8RJ.
Closing date: 16th August, 1984. (09020) 110022

NORTH YORKSHIRE

COUNTY COUNCIL
SCARBOROUGH AREA
WEST CLIFF COUNTY PRIMARY SCHOOL
Church Square, Whitby, N. Yorks. YO21 1EG
Scale 2 Junior Teacher required, to be responsible for the development of Environmental Studies throughout the school, P.E. an advantage, but not essential.
ST. PETER'S R.C. SCHOOL
Auborough Street, Scarborough YO12 1HT
An enthusiastic Infant Teacher Scale 1. A committed practising Catholic with keen interest in musical activities. The successful candidate will be expected to play a full part in the life of the whole school.
Application forms (s.a.e. please) available from the Area Education Office, Huntris Row, Scarborough. Completed application forms to be returned to the Headteacher at the school by 17th August 1984. (08925) 110022

SOLIHULL

EDUCATION COMMITTEE
PRIMARY VACANCIES
Scale 1
The Authority has a number of Scale 1 vacancies in Junior, Infant and J./I. Schools to which it intends to appoint newly qualified teachers. Only applicants with the very best academic and professional qualifications will be considered for interview. Successful candidates will be recruited to the service of the Authority and subsequently appointed to specific schools within the Borough.
Application forms obtainable from Director of Education, Council House, Solihull, West Midlands B91 3QB, to be returned as soon as possible. (08409) 110022

SUFFOLK

COUNTY COUNCIL
DALE HALL COUNTY PRIMARY SCHOOL
Dale Hall Lane, Ipswich IP1 4LX
(5 - 11, roll 365)
Required September 1984, or as soon as possible thereafter, permanent Scale 1 teacher. Applications from newly qualified teachers welcomed.
Application forms and further details from the Area Education Officer, Southern Area Education Office, Bond Street, Ipswich IP4 2JR. Ref: CS. (08487) 110022

WIRRAL

METROPOLITAN BOROUGH OF WIRRAL
BEBFORD DRIVE PRIMARY SCHOOL
Rock Ferry, Birkenhead L42 6RT
REQUIRED FOR 1ST SEPTEMBER 1984 ASSISTANT TEACHER - SCALE 1
For upper juniors, with experience with an open plan situation. An interest in Music would be an advantage. Please state areas of special interest.
Application forms available from the Director of Education, Municipal Offices, Cleveland Street, Birkenhead L41 6NH, on receipt of stamped, addressed envelope, to whom they should be returned no later than 17th August, 1984. (08285) 110022

Required for September.

Temporary Teachers

Qualified and experienced teachers including those with Nursery training required to teach in Primary Schools. Appointments will be made on one term temporary contracts initially.

Scale 1 plus Outer London Allowance.

Application forms available from, and returnable to, the Chief Education Officer, Municipal Offices, High Road, London, E10 5QJ, on receipt of 9" x 4" s.a.e. Ref: P 990. (1338)

AN EQUAL OPPORTUNITY EMPLOYER
Applicants are considered for their suitability for the post regardless of disability, sex, race and marital status

Waltham Forest

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EDUCATIONAL DEPARTMENT

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LEGO UK Limited require a qualified Primary Teacher with 5 years training experience, Scale 1 or 2.
The successful applicant will be required to set up and conduct stands and demonstrations for school equipment exhibitions, arrange and conduct workshop sessions on in-service training courses and speak at teachers seminars.
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Write or telephone for application form to: Brian J. Sherratt, LEGO UK Limited, Ruthin Road, Wrexham, Clwyd LL13 7TG. Tel: 0978 266949. (1333)

Middle School Education

By Subject Classification

English

Scale 1 Posts

ENFIELD

LONDON BOROUGH OF ENFIELD
AYLWARD SCHOOL
Wilbury Way, London N18 1BX
(11 - 18 Mixed Comprehensive)
Required for September 1984, a teacher of English, Scale 1.
For further information relating to Secondary English

MIDDLE SCHOOL EDUCATION
continued

Mathematics

Scale 1 Posts

ENFIELD

LONDON BOROUGH OF ENFIELD
ALYWARD SCHOOL
Wilbury Way, London N18 1BX
(11 - 18 Mixed Comprehensive)
Required for September 1984, a teacher of Mathematics. Scale 1.
For further information refer to Secondary, Mathematics. Scale 1 posts. (09056)
132422

SUTTON

Daily and Longer Term SUPPLY TEACHER. Required for September 1984, qualified Secondary teacher of POTTERY. Scale 1. Part-time availability welcomed. Application forms from Director of Education, The Grove, Carshalton, Surrey SM5 3AR (see please). Telephone: 01-661 5741.
London Borough of Sutton Education Department. (08437)
131922

SURREY

Teacher for Art/Craft with T.D. required for September at boys' boarding school.
Apply as soon as possible with full c.v. and two References to Headmaster, Moro House School, Frensham, Farnham, Surrey. (08863) 131922

Physical Education

Scale 1 Posts

HEREFORD AND WORCESTER
COUNTY COUNCIL

ST. RICHARD DE WYCH C.E. MIDDLE SCHOOL
Meadow Road, Bovcott
Farm Estate, Droitwich, Worcestershire WR9 9DW

(9 - 13)

Required September, 1984 on two-year fixed contract to replace (on secondment) Assistant Master to take charge of Boys' P.E. and Games and to teach some English, Mathematics and Science. Christian commitment essential. Probationers will be considered.

Application forms and further details from the Headmaster on receipt of a stamped addressed envelope. (09863)
134222

Other than by Subject Classification

Scale 1 Posts

HARROW

EDUCATION COMMITTEE
MARLBOROUGH FIRST AND MIDDLE SCHOOL
Marlborough Hill, Harrow, Middlesex
Tel: 01-427 3087
Class Teacher for a class of 8 - 9 year olds required to commence September 1984 for one term at this attractive 5 - 12 First and Middle School in central Harrow.
HARROW IS AN EQUAL OPPORTUNITY EMPLOYER.
Application forms from and to be returned to the Civic Centre, PO Box 22, Harrow, Middlesex HA1 2UH, August 1984. Tel: 01-863 5611, Ext. 2736. Please enclose stamped addressed envelope. (09826)
125622

SOMERSET

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Burnham-on-Sea, Somerset.

1,500

Required for September 1984 a suitably qualified person to assist in the education of small groups of pupils with social and emotional difficulties. The person appointed will be a member of a team of SUPPORT TEACHERS serving most areas of the curriculum and across the age range. Full-time Temporary for 1 year - Scale 1.

Application forms from the Head of the school as soon as possible. (08235)
Noon as possible. (08235)
133422

By Subject Classification

Arts and Design

Scale 1 Posts

ENFIELD

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HOLY FAMILY CONVENT SCHOOL
London Road, Enfield, Middx. EN2 6EL
Required for September 1984. Teacher of ART and RIB. 11 - 16 Comprehensive. Scale 1. For the 11 - 14 age group. Roman Catholic preferred.
London allowance. £645.
Application forms (large SAE) obtainable from the School Secretary at the School to be returned immediately. (09059)
131922

SUTTON

Daily and Longer Term SUPPLY TEACHER. Required for September 1984, qualified Secondary teacher of POTTERY. Scale 1. Part-time availability welcomed.
Application forms from Director of Education, The Grove, Carshalton, Surrey SM5 3AR (see please). Telephone: 01-661 5741.
London Borough of Sutton Education Department. (08437)
131922

SURREY

Teacher for Art/Craft with T.D. required for September at boys' boarding school.
Apply as soon as possible with full c.v. and two References to Headmaster, Moro House School, Frensham, Farnham, Surrey. (08863) 131922

Commercial Subjects

Heads of Department

HERTFORDSHIRE

THE ASTLEY COOPER SCHOOL
St. Anns Lane, Hemel Hempstead, Herts. HP2 7HL
A 13 - 18 mixed comprehensive. 1,000 on roll - September 1984
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131818

SUTTON

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Application forms from Director of Education, The Grove, Carshalton, Surrey SM5 3AR (see please). Telephone: 01-661 5741.
London Borough of Sutton Education Department. (08437)
131922

Computer Studies

Heads of Department

HARROW

EDUCATION COMMITTEE
PARK HIGH
Whitchurch Gardens, Stanmore
Tel: 01-954 8303
HEAD OF COMPUTING DEPT.
Up to Scale 3 according to qualifications and experience required by 16th August.
Co-Educational Comprehensive High School with a well developed computing department. This is a temporary appointment for the Autumn Term 1984.
Harrow is an Equal Opportunity Employer.
Application forms from and to be returned to Headmaster by Monday 20th August.
Please enclose stamped addressed envelope. (09858)
132018

Scale 2 Posts and above

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Erith Road, Belvedere, Kent DA17 6HT
Tel: Erith 41371
Roll 1350 (1400 in Sixth Form)
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L.A.A. £645. Assistance with removal expenses, legal fees and disturbance allowance can be considered.
Further details concerning the post are available from the Head of the School to whom completed application forms should be returned within 10 days of the appearance of this advertisement.
Please enclose a foolscap s.a.e. (08411)
132020

Scale 1 Posts

HAVERING

LONDON BOROUGH OF HAVERING
THE COOPERS' COMPANY AND COBORN SCHOOL
St. Mary's Lane, Upminster, Essex
Voluntary Aided. 6 F.E. Mixed. 200 plus in Sixth Form
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A Scale 2 post is available for a candidate willing to undertake particular responsibilities within the Department. Initially the post will involve teaching Mathematics.
Please apply by letter to the Headmaster with full curriculum vitae and the names and addresses of two referees.
London Allowance - £618. Help with removal expenses in approved cases. (08858)
132022

Craft, Design & Technology

Scale 1 Posts

BEDFORDSHIRE

NORTHERN AREA
ST BEDE'S RC MIDDLE SCHOOL AND ST GREGORY'S RC MIDDLE SCHOOL
Bedford
Required for September 1984, a Teacher of Craft, Design and Technology (all one). To work on the shared basis between these two Roman Catholic Middle Schools.
Application forms from the Northern Area Education Office, County Hall, Bedford, s.a.e. please. (08300) 132122

BUCKINGHAMSHIRE

COUNTY COUNCIL
AYLESBURY GRAMMAR SCHOOL
Walton Road, Aylesbury, Bucks., HP21 7SE
Headteacher: K.D. Smith, M.A. (Cantab)
Roll: 1550 boys (500 in Sixth Form)
Required for September 1984, Scale 1 Teacher to join a Technology and Design Department. A special interest in the application of electronics in Applied Science project work would be an advantage. A new Science Complex and Block is near completion and this should be an excellent opportunity for anyone who wishes to gain experience in this field.
Apply by letter to the Headmaster giving details of qualifications, experience and the names of two referees.
Assistance with removal expenses is given in approved cases. (08415)
132122

ESSEX

MOULSHAM HIGH SCHOOL
Brian Close, Chelmsford
Tel: (0245) 460101
TEACHER OF CRAFT, DESIGN AND TECHNOLOGY.
Scale 1
(Re-advertisement)
Required September 1984, an enthusiastic teacher to help develop this subject to all levels through the school.
Application, including c.v. and names of two referees, to the Headteacher (Mrs. T.J. Hall, M.A.) as soon as possible.
Further details may be obtained from whom further details may be obtained s.a.e.
(08261)
132122

STEWARDS

COMPREHENSIVE SCHOOL
Parnall Road, Harlow, Essex
Roll (1158)
Tel: Harlow 21951
ASSISTANT TEACHER OF C.D.T., Scale 1
Required for September.
Please apply immediately to the Headmistress at the school with c.v., names and addresses of two referees and a telephone number for contact during the last week of August. (08401)
132422

English

Heads of Department

SUTTON

LONDON BOROUGH OF SUTTON
EDUCATION DEPARTMENT
CHEAM HIGH SCHOOL
Chatsworth Road, Cheam, Surrey SM3 9DW
Tel: 01-644 5780
(6 form entry, mixed 11 - 18, approximately 900 on roll)
HEAD OF ENGLISH, SCALE 3
Required for September 1984 (or as soon after as possible) an enthusiastic teacher to take charge of the English department. Courses to CSE, GCE 'O' and 'A' levels. In addition to solid academic work in English, the school has a long tradition of successful dramatic and musical productions. An interest in and evidence of ability to foster such an activity would be an advantage.
Apply by letter (with curriculum vitae, and the names and addresses of two referees) to the Director of Education, The Civic Centre, Station Road, Sutton SM1 2EA. (08418) 132418

OXFORDSHIRE

GILLOTTS SCHOOL
Gillotts Lane, Henley on Thames RG9 1PS
Group 5 - 16
Comprehensive Roll 1018
Required for September 1984 - a Teacher of Craft.
Well established and highly successful courses to 'O' level and C.S.E. in a well organised department.
Apply by letter (no forms) giving curriculum vitae and naming two educational referees (with telephone numbers) to the Headteacher from whom further details are available (s.a.e. please). (08261)
132122

WIRRAL

METROPOLITAN BOROUGH OF WIRRAL
CALDAY GRANGE GRAMMAR SCHOOL FOR BOYS
West Kirby, Wirral
Merseyside, Wirral L48 8AU
Roll - 950 in the Sixth Form)
REQUIRED FOR 1ST SEPTEMBER 1984 For a fixed term engagement for one term until 31st December 1984 TEMPORARY ASSISTANT TEACHER FOR C.D.T. and TECHNICAL DRAWING to teach from years one to five to Ordinary and CSE Level.
Apply in writing directly to the Headmaster, Calday Grange Grammar School, West Kirby, Wirral L48 8AU, including C.V. (08250)132122

NORFOLK

UPWELL SECONDARY SCHOOL
Low Side, Upwell, Nr. Wisbech, Cambs. PE14 9BD

(Group 7) Roll: 350 mixed 11 - 16 Years

Required September, 1984.

Scale 1 - Craft, Design and Technology with responsibility throughout the School.

(This is a permanent post but the school is scheduled for closure in 1987).

Apply by letter, giving names of two referees and curriculum vitae, to the Headmaster from whom further particulars (s.a.e. please) are available. (08046)
132122

LEICESTERSHIRE
COUNTY COUNCIL

An Equal Opportunity Employer

BEAUMONT LEYS SCHOOL
Anstey Lane, Leicester

11 - 18 Comprehensive

Roll 1350

ENGLISH AS A SECOND LANGUAGE SCALE 1

Required August 1984 qualified E.S.L. teacher.

Further details from the Head (E&S). Apply immediately (no forms) with full particulars and names and addresses of two referees (E&S). (08361)
132422

KENT

COUNTY COUNCIL
EDUCATION DEPARTMENT
ASHFORD DIVISION
HOMEWOOD SCHOOL
Tenterden
(1,290 Mixed 11 - 18)
Required in September a teacher of English for a teacher on secondment. This will be an appointment for two years.
Applications to the Headmaster at the school, including full curriculum vitae, names of two referees and closing stamped, addressed envelope. (08408)
132418

OLDHAM
METROPOLITAN BOROUGH

ENGLISH TEACHER Scale 1

SOUTH CHADDERTON SCHOOL
Butterworth Lane, Chadderton, Oldham

Required for September 1984 at the 11 - 18 mixed comprehensive of some 900 pupils.

The post is temporary to 31st August 1985.

Please apply by letter to the Head at the school including full c.v. and names and addresses of two referees as soon as possible. (08278)
132422

SANDWELL
METROPOLITAN BOROUGH OF SANDWELL

WILLINGSWORTH HIGH SCHOOL

(11 - 16 Comprehensive)

Required for September 1984.

ENGLISH scale 1.

Temporary one year post.

Letters of application stating full name, address and qualifications, together with the names and addresses of two referees should be sent to the Director of Education, P.O. Box 42, Highfields, West Midlands WV1 4RG.

Sandwell is an equal opportunity employer. Canvassing of members of the authority will disqualify. (09277)

Scale 1 Posts

BEDFORDSHIRE

SOUTHERN AREA
MANSHEAD U.C. UPPER SCHOOL
Dunstable Road, Caddington, Beds.
NOR 975 Sixth Form 160
Required for September 1984, a teacher of English. Scale 1. Graduate preferred. Interest and/or experience in drama would be an advantage, although not essential. Temporary appointment for one year.
Application forms available from and returnable to the Education Officer, Area Education Southern Area, 359 Dallow Road, Luton, Beds. (16000)
132422

BEXLEY

LONDON BOROUGH
PICARDY SCHOOL
Erith Road, Belvedere, Kent DA17 6HT
Tel: Erith 41371
Roll 1350 (1400 in Sixth Form)
Required for September 1984, an enthusiastic teacher of English with this all-ability school. The English department consists of eight specialists who teach across the age and ability range and put an emphasis on the joint 'O'/CSE examination in the first year with further in the fifth year with a choice of courses up to 'level in the sixth year.
Further details concerning the post are available from the Head Teacher to whom completed application forms should be returned within 10 days of the appearance of this advertisement. Please enclose a foolscap s.a.e.
L.A.A. £645.
Assistance with removal expenses, legal fees and disturbance allowance to be considered. (08418)
132422

ENFIELD

LONDON BOROUGH OF ENFIELD
ALYWARD SCHOOL
Wilbury Way, London N18 1BX
(11 - 18 Mixed Comprehensive)
Required for September 1984, a teacher of English. Scale 1 with a particular interest in working with less able pupils. The successful candidate will be based in the Lower School (year 7 - 9).
This is a term appointment.
This post may suit a Secondary of Junior/Secondary trained teacher.
Substantial additional allowances.
Apply by letter, with curriculum vitae, giving names, addresses and telephone number of two referees to the Head Teacher at the school as soon as possible. (09033)
132422

ESSEX

MOULSHAM HIGH SCHOOL
Brian Close, Chelmsford
Tel: (0245) 460101
TEACHER OF ENGLISH.
Scale 1
(Re-advertisement)
Required September 1984, a graduate to teach throughout the school.
Letters of application, including c.v. and names of two referees to the Headteacher at the school as soon as possible. (09055)
132422

HARROW

EDUCATION COMMITTEE
SALVATORIAN COLLEGE
Parkfield Avenue, Harrow Weald, Middlesex HA3 6LH
Tel: 01-863 2706
ENGLISH
Required for October 1984 to 16th April 1985 an experienced teacher to take 'O' level and C.S.E. classes and some lower school work for a maternity leave.
Applications, for obtainable from the Civic Centre, P.O. Box 22, Harrow Middx. Completed form to be returned to the Headmaster, Salvatorian College. Closing date 17th August, 1984.
Harrow is an Equal Opportunity Employer.
Please enclose stamped addressed envelope. (08280)
132422

HERTFORDSHIRE

THE CHAUNCY SCHOOL
Park Road, Ware
HERTFORDSHIRE ALL ABILITY SCHOOL
11 - 18 Number on Roll - 887
Required for September, 1984, an English teacher to teach across the whole range of ability in the first five years. Scale 1 plus London allowance. Willingness to contribute to junior library, extra curricular sporting and/or cultural activities would be an advantage. Part-time applications welcome.
Further details (s.a.e. please) may be obtained from the Headmaster to whom applications should be made by letter, with c.v. and names and addresses of two referees, and a telephone number for contact during the last week of August. (08401)
132422

HUMBERSIDE

EDUCATION COMMITTEE
GRIMSBY DIVISION
THE IMMINGHAM SCHOOL
(11 - 18 Mixed Comprehensive Roll 1,650)
Headmaster: Michael Rose
Required for September, 1984:-
TEMPORARY (ONE YEAR) FULL-TIME TEACHER of either DRAMA/ENGLISH or MUSIC/ENGLISH.
Drama or Music in an integrated Creative Studies Department, plus some English, to Scale 1.
The school, with excellent facilities and accommodation, has a sixth form of 140.
Application forms, and further information obtainable from the Head Teacher or the school (on receipt of stamped addressed envelope to whom completed forms should be returned within 10 days of this advertisement (including school holiday dates). (09021)
132422

ESSEX

MOULSHAM HIGH SCHOOL
Brian Close, Chelmsford
Tel: (0245) 460101
TEACHER OF ENGLISH.
Scale 1
(Re-Advertisement)
Required September 1984, a graduate to teach throughout the school.
Letters of application, including c.v. and names of two referees to the Headteacher at the school as soon as possible. (09055)
132422

HARROW

EDUCATION COMMITTEE
SALVATORIAN COLLEGE
Parkfield Avenue, Harrow Weald, Middlesex HA3 6LH
Tel: 01-863 2706
ENGLISH
Required for October 1984 to 16th April 1985 an experienced teacher to take 'O' level and C.S.E. classes and some lower school work for a maternity leave.
Applications, for obtainable from the Civic Centre, P.O. Box 22, Harrow Middx. Completed form to be returned to the Headmaster, Salvatorian College. Closing date 17th August, 1984.
Harrow is an Equal Opportunity Employer.
Please enclose stamped addressed envelope. (08280)
132422

HERTFORDSHIRE

THE CHAUNCY SCHOOL
Park Road, Ware
HERTFORDSHIRE ALL ABILITY SCHOOL
11 - 18 Number on Roll - 887
Required for September, 1984, an English teacher to teach across the whole range of ability in the first five years. Scale 1 plus London allowance. Willingness to contribute to junior library, extra curricular sporting and/or cultural activities would be an advantage. Part-time applications welcome.
Further details (s.a.e. please) may be obtained from the Headmaster to whom applications should be made by letter, with c.v. and names and addresses of two referees, and a telephone number for contact during the last week of August. (08401)
132422

SUTTON

LONDON BOROUGH OF SUTTON
EDUCATION DEPARTMENT
CHEAM HIGH SCHOOL
Chatsworth Road, Cheam, Surrey SM3 9DW
Tel: 01-644 5780
(6 form entry, mixed 11 - 18, approximately 900 on roll)
ENGLISH Scale 1
Required September 1984, a teacher of English to take 'O' level and C.S.E. classes and some lower school work for a maternity leave.
Applications in writing with full c.v. and names of two referees direct to the Headteacher at the school as soon as possible. (08418)
132422

SECONDARY EDUCATION
continued

Geography

Scale 1 Posts

DORSET

PORTLAND COUNTY SECONDARY SCHOOL
Western Road, Portland (600 mixed 11 - 16)
Required for September 1984 a teacher with a scale 1 to teach geography up to CSE and 'O' level. Temporary one year appointment due to comprehensive reorganisation.
Letters of application with Curriculum Vitae and names and addresses to the Headmaster. (09006)
132522

ESSEX

MOULSHAM HIGH SCHOOL
Brian Close, Chelmsford
Tel: (0245) 460101
TEACHER OF GEOGRAPHY, Scale 1
(Re-advertisement)
Required September 1984. One term appointment.
Applications in writing with names of two referees to the Headteacher a.s.a.p. (foolscap s.a.e. please). (08257) 132522

ESSEX

HASSENBROOK COMPREHENSIVE SCHOOL
Hassenbrook Road, Stanford-le-Hope SS17 8DA
Tel: S.L.N. 671366/7/8
HOME ECONOMICS, Scale 1
(London Fringe Allowance)
One term contract, full or part-time, until December 1984. Scale 3 available for suitable candidate. Modern, well-equipped rooms and ancillary help.
Curriculum Vitae and names of referees to Headteacher (foolscap s.a.e. please). (08291)
132022

HARROW

EDUCATION COMMITTEE
PARK HIGH
Whitchurch Gardens, Stanmore
Tel: 01-954 8303
HOME ECONOMICS - Scale 1 - required for September by this 11 - 18 Co-Educational Comprehensive High School. This is a temporary appointment for the Autumn Term 1984. The candidate will cover a range of work including C.S.E. and 'O' level in well equipped rooms. Candidates with some interest in fabrics and child care will be an advantage.
HARROW IS AN EQUAL OPPORTUNITY EMPLOYER.
Application forms from and to be returned to Headmaster by Monday 20th August.
Please enclose stamped addressed envelope. (08891)
132022

LINCOLNSHIRE

MAGDALEN SECONDARY SCHOOL
Magdalen Road, Wainfleet, Skegness PE24 4DD

Scale 1

Group 6 Roll 225

Temporary full-time Teacher of Home Economics required for September. Must also be able to offer Biology or another science.

S.a.e. to Head for form and details. Closing date 30th August 1984. (09061)
133022

HARROW

EDUCATION COMMITTEE
SALVATORIAN COLLEGE
Harrow Weald, Middlesex HA3 6LH
Tel: 01-863 2706
HISTORY
Required for November 1984 to 16th July 1985 - an experienced teacher to take A level and C.S.E. classes, with some lower school work for a teacher who will be on maternity leave.
Application form obtainable from the Civic Centre, P.O. Box 22, Harrow, Middlesex. Completed form to be returned to the Headmaster, Salvatorian College. Closing date 17th August 1984.
HARROW IS AN EQUAL OPPORTUNITY EMPLOYER.
Please enclose stamped addressed envelope. (08880)
132822

LINCOLNSHIRE

MAGDALEN SECONDARY SCHOOL
Magdalen Road, Wainfleet, Skegness PE24 4DD

Scale 1

Group 6 Roll 225

Temporary full-time Teacher of Home Economics required for September. Must also be able to offer Biology or another science.

S.a.e. to Head for form and details. Closing date 30th August 1984. (09061)
133022

SUTTON

LONDON BOROUGH OF SUTTON
EDUCATION DEPARTMENT
CHEAM HIGH SCHOOL
Chatsworth Road, Cheam, Surrey SM3 9DW
Tel: 01-644 5780
(6 form entry, mixed 11 - 18, approximately 900 on roll)
HOME ECONOMICS - Scale 1
Required September 1984 for two terms only (vacancy due to maternity leave) to teach Home Economics throughout the school. Ability and willingness to assist with children's clothing an advantage.
Apply by letter to The Director of Education, The Grove, Carshalton, Surrey SM5 3AL, enclosing curriculum vitae and names and addresses of two referees. (08418)
132022

Home Economics

Scale 2 Posts and above

ENFIELD

LONDON BOROUGH OF ENFIELD
HOME ECONOMICS teacher, Scale 2, required as soon as possible. This is a permanent full-time post with the opportunity requiring an energetic and enthusiastic teacher. During 1984/5 the successful applicant will be assigned to Michenden School, Cockfosters, London N14, to work within the Home Economics Department. There are well-established courses leading to C.S.E. and 'O' level in Home Economics and C.S.E. Child Development.
London Allowance, £645.
RAE obtainable from, and to be returned to the Director of Education, P.O. Box 56, Civic Centre, Silver Street, Enfield, Middx. EN1 3XG. (08038)
132020

ESSEX

WILLIAM EDWARDS SCHOOL
Clays Road, Grays
Roll (1150)
Tel: Grays Thurrock 79571
HOME ECONOMICS Scale 1
Required for January 1985, when it is possible to teach within the Home Economics Department.
Letters of application with full c.v. to be sent to the Headmistress. (foolscap s.a.e. please). (08296) 135080

Mathematics

Scale 1 Posts

BEXLEY

LONDON BOROUGH
ERITH SCHOOL
Avenue Road, Erith, Kent DA8 3BN
Tel: Erith 48231
Established 1967
Roll approx 1250. Co-educational catering for entire ability range. Anticipated 6th form (September) 330.
Courses provided or planned include those for A, S and O level, CSE, CSE, City and Guilds, RSA, London Chamber of Commerce and other specialist examinations.
Required for September 1984 to cover maternity leave, a teacher of Home Economics and Child Care, part-time, approximately 50%. Some examination work would be available. Experienced teacher preferred, but applicant seeking first appointment would be considered.
Requests for application forms (enclosing foolscap s.a.e.) should be sent to the Headmaster. L.A. £645.
(08406)
133022

ESSEX

HASSENBROOK COMPREHENSIVE SCHOOL
Hassenbrook Road, Stanford-le-Hope SS17 8DA
Tel: S.L.N. 671366/7/8
HOME ECONOMICS, Scale 1
(London Fringe Allowance)
One term contract, full or part-time, until December 1984. Scale 3 available for suitable candidate. Modern, well-equipped rooms and ancillary help.
Curriculum Vitae and names of referees to Headteacher (foolscap s.a.e. please). (08291)
133022

HARROW

EDUCATION COMMITTEE
PARK HIGH
Whitchurch Gardens, Stanmore
Tel: 01-954 8303
HEAD OF MATHEMATICS DEPT.
Up to Scale 3 according to qualifications and experience required by 16th August.
Co-Educational Comprehensive High School with a well developed mathematics department. This is a temporary appointment for the Autumn Term 1984.
Harrow is an Equal Opportunity Employer.
Application forms from and to be returned to Headmaster by Monday 20th August.
Please enclose stamped addressed envelope. (09859)
132018

BERKSHIRE

TREVELYAN COUNTY MIDDLE SCHOOL
Clarence Road, Windsor SL4 5AE
Middle N.O.R. 320
Required for September, Scale 1 TEACHER OF MATHEMATICS AND ELEMENTARY TECHNICAL DRAWING. Some assistance with Boys' Games would be an advantage but not essential.
Application forms and further details available from the Director of Education, Staffing Section (JD), Shire Hall, Shinfield Park, Reading RG2 9XE (SAE).
NO CLOSING DATE.
An Equal Opportunity Employer. (08048)
133422

BERKSHIRE

HOLT SCHOOL
Holt Lane, Wokingham
O.N.R. 1140
Required September or as soon as possible Full-Time MATHEMATICS TEACHER, SCALE 1 to teach in courses leading to CSE and 'O' level, 'A' level work available in future.
Please contact the Headteacher as soon as possible on Wokingham 780185.
No closing date.
An Equal Opportunity Employer. (08049)
133422

BEXLEY

LONDON BOROUGH
PICARDY SCHOOL
Erith Road, Belvedere, Kent DA17 6HT
Tel: Erith 41371
Roll 1350 (1400 in Sixth Form)
Required for September 1984, an enthusiastic and well qualified teachers of Mathematics for a one term temporary appointment. The school provides courses for pupils of all abilities up to 'A' level standard. There is a well established Computer Studies Department and there will be an opportunity of teaching some lessons in this area of the curriculum if appropriate. There will be a certain degree of flexibility to enable some account to be taken of the particular qualities and interests of the applicant. L.A.A. £645.
Further details concerning the post are available from the Head of the School to whom completed application forms should be returned within 10 days of the appearance of this advertisement. Please enclose a foolscap s.a.e. (08413)
133422

BRENT

LONDON BOROUGH OF BRENT
KINGSBURY HIGH (MIXED) SCHOOL
Princes Avenue, NW9 9JR
(situated in very pleasant surroundings, Roll: 1873, 11 - 18, 300 in Sixth Form)
Required from September or as soon as possible thereafter
An enthusiastic MATHEMATICS TEACHER (Scale 1), to join a successful department to teach the subject to Years 1 - 3. Another year there would be the opportunity to teach the subject in the senior part of the school.
Application forms (sae) obtainable from Director of Education, P.O. Box 1, Chesterfield House, 9 Park Lane, Wembley, HA9 7RW returnable within 10 days.
London Allowance of £987 per annum is payable.
Brent is an Equal Opportunities employer.
Brent is fundermentally committed to Multi-Cultural Education. (08423)
133422

ENFIELD

LONDON BOROUGH OF ENFIELD
SALISBURY SCHOOL
Cuckoo Hall Lane, Edmonton, N9 8DR
(Mixed Comprehensive, 780 on roll)
Required September 1984, a teacher of MATHEMATICS, Scale 1. The unit will be mainly with first and second year students initially.
London Allowance, £645
Application forms (large SAE) obtainable from, and to be returned to the Headmaster at the School as soon as possible. (08044)
133422

ESSEX

PASSMORES
COMPREHENSIVE SCHOOL
Tendring Road, Harlow
(Roll 903)
Tel: Harlow 31921
MATHEMATICS, Scale 1
Required for September 1984, or as soon as possible. SMP Scheme in use. A commitment to the concept of a community school is essential.
Apply direct to the Headteacher (giving the names, addresses and telephone numbers of two referees) by 15th August 1984. (09833)
133422

SURREY

EDUCATION COMMITTEE
CARDINAL GODFREY R.C. (AIDED) BOYS SECONDARY
Manor Lane, Sunbury on Thames
(13 - 16 ENOR. 415)
MATHEMATICS Scale 1
Required for September 1984. Ability to assist with Science would be an advantage.
C.V. to Head with names of two referees. (06994) 133422

STEWARDS

COMPREHENSIVE SCHOOL
Parnall Road, Harlow
(Roll 1158)
Tel: Harlow 21951
ASSISTANT TEACHER OF MATHEMATICS, Scale 1
Required for September.
Please apply in writing to the Headteacher at the school (foolscap s.a.e. please). (08286)
133422

HARROW

EDUCATION COMMITTEE
SALVATORIAN COLLEGE
Harrow Weald, Middlesex HA3 6LH
Tel: 01-863 2706
MATHEMATICS - SCALE 1
Applications are invited for the post as Teacher of Mathematics at this Catholic Boys' Comprehensive High School (12 year to 16 year).
Opportunity for teacher to work throughout the department which would include C.S.E. and 'O' level classes.
Scope for participating in games.
Application form obtainable from the Civic Centre, P.O. Box 22, Harrow Middx. Completed forms to be returned to the Headmaster, Salvatorian College. Closing date 17th August, 1984.
Harrow is an Equal Opportunity Employer.
Please enclose stamped addressed envelope. (08881)
133422

HERTFORDSHIRE

FRANCIS COMBE SCHOOL
Horseshoe Lane, Garston, Watford
Required September, if possible, Graduate Teacher of Mathematics to join a rigorous expanding department.
Scale 1 plus London fringe allowance £385.
Apply by letter to Headmaster giving curriculum vitae and names and addresses of two referees. (08243) 133422

HILLINGDON

LONDON BOROUGH OF HILLINGDON

SWAKELEYS SCHOOL
Clifton Gardens,
Hillingdon, Uxbridge UB10 0EX

(number on roll - 850, 188 Joint Roll in 6th Form)

Headmistress: Miss J.E. Traies, M.A.

Required for September 1984, a full-time teacher of Mathematics (Scale 1) to teach in the 11 - 16 age range in this 5 FE girls' Comprehensive school. This appointment will be for one term initially.

Application forms from, and returnable to the Director of Education, Civic Centre, Uxbridge, Middlesex. Tel: Uxbridge 50431). SAE please.

Outer London Allowance Payable. (08235)
133422

Modern Languages

Scale 1 Posts

BRENT

LONDON BOROUGH OF BRENT
COPLAND HIGH (MIXED) SCHOOL
Cecil Avenue, Wembley, HA9 7EG
(Roll: 909, 11 - 18, Social Priority School)
Required as soon as possible - TEACHER of FRENCH (Scale 1) in this multi-cultural comprehensive school. The successful candidate would be required to teach across the full age and ability range, and knowledge of another language (preferably Spanish or German) would be an advantage.
Application forms (sae) obtainable from Director of Education, Chesterfield House, 9 Park Lane, Wembley, HA9 7RW returnable within 10 days.
London Allowance of £987 per annum is payable.
Brent is an Equal Opportunities employer.
Brent is fundermentally committed to Multi-Cultural Education. (08424)
133522

ESSEX

PASSMORES
COMPREHENSIVE SCHOOL
Tendring Road, Harlow
(Roll 903)
Tel: Harlow 31921
MATHEMATICS, Scale 1
Required for September 1984, or as soon as possible. SMP Scheme in use. A commitment to the concept of a community school is essential.
Apply direct to the Headteacher (giving the names, addresses and telephone numbers of two referees) by 15th August 1984. (09833)
133422

STOCKPORT

TEACHER - MATHEMATICS Scale 1 plus S.P.A.
(Ref.2455)
BRINNINGTON COMMUNITY HIGH SCHOOL
Lapwing Lane, Brinnington, Stockport SK5 8LP
An enthusiastic teacher required to teach across the age and ability range. S.M.P. Scheme in use. A commitment to the concept of a community school is essential.
Apply direct to the Headteacher (giving the names, addresses and telephone numbers of two referees) by 15th August 1984. (09833)
133422

SURREY

EDUCATION COMMITTEE
CARDINAL GODFREY R.C. (AIDED) BOYS SECONDARY
Manor Lane, Sunbury on Thames
(13 - 16 ENOR. 415)
MATHEMATICS Scale 1
Required for September 1984. Ability to assist with Science would be an advantage.
C.V. to Head with names of two referees. (06994) 133422

STEWARDS

COMPREHENSIVE SCHOOL
Parnall Road, Harlow
(Roll 1158)
Tel: Harlow 21951
ASSISTANT TEACHER OF FRENCH, Scale 1
Required for September.
Please apply in writing to the Headteacher at the school (foolscap s.a.e. please). (08287)
133622

WEST GLAMORGAN
County Council

EDUCATION DEPARTMENT

Temporary Teaching Vacancies

Applications are invited from suitably qualified persons for the following temporary posts in the Authority's service, to commence in September, 1984.

SWANSEA DISTRICT APPOINTMENTS
(The District Education Officer, Swansea District Education Office, West Glamorgan County Council, County Hall, Swansea, SA1 3SN)

Dillwyn Llewelyn Comprehensive School, John Street, Cockett, Swansea, SA2 0FR. (Mixed) (700 on roll) (Age range 11-18)

1. Assistant Teacher of PHYSICAL SCIENCE, to make a substantial contribution to the teaching of General Science and either Physics or Chemistry to 'O' level. Temporary post for 1 year. Scale 1. This is a readvertisement. (Post ref: 1.31.84).
2. Assistant Teacher of GEOGRAPHY to share the teaching of Geography throughout the school. The successful candidate will be expected to contribute to an integrated programme of Environmental Studies in years 4 and 5. Temporary post for 1 year. Scale 1. (Post ref: 2.31.84).

Bishop Gore Comprehensive School, De-la-Beche Road, Sketty, Swansea, SA2 9RP. (Mixed) (1800 on roll) (Age range 11-18)

Well qualified Assistant Teacher of ECONOMICS with the ability to teach some Mathematics also. Temporary post for 1 year. Scale 1. (Post ref: 3.31.84).

AFAN DISTRICT APPOINTMENTS
(The District Education Officer, Afan District Education Office, 40 Talbot Road, Port Talbot, SA13 1HT)

Croeserw Primary School, Croeserw, Cymmer, Nr. Port Talbot, SA13 3PL (Mixed) (245 on roll (Age range 3-11)

1. Suitably qualified and/or experienced teacher for OBSERVATION CLASS. Scale 1 + S.C.A. Temporary post for 1 term in the first instance. (Post ref: 4.31.84).
2. Experienced teacher to have responsibility for MUSIC throughout the school. Scale 1. Temporary post for 1 term in the first instance. (Post ref: 5.31.84).

Sandfields Comprehensive School, Southdown View, Port Talbot, SA12 7AH. (Mixed) (940 on roll) (Age range 11-18)

Suitably qualified teacher of ENGLISH to teach the subject to 'A' level. Scale 1. Temporary post for 1 term in the first instance. (Post ref: 6.31.84).

St. Joseph's R.C. Comprehensive School, Newton Avenue, Port Talbot, SA12 6EY. (Mixed) (780 on roll) (Age range 11-18)

Suitably qualified or experienced teacher of MATHEMATICS — ability to teach 'A' level Applied Mathematics desirable. Temporary post during the absence of a permanent member of staff on maternity leave. Scale 1. (Post ref: 7.31.84).

Application forms are available from the appropriate District Office upon receipt of a stamped addressed envelope.

The closing date for receipt of completed applications is Thursday, 16th August, 1984.

JOHN BEALE
DIRECTOR OF EDUCATION

Humanities

Scale 1 Posts

BROMLEY

LONDON BOROUGH OF BROMLEY
THE RAMSDEN SCHOOL FOR GIRLS
Ullswater Road, Orpington, Kent BR5 4LB
Tel: Orpington 31075
Headmaster: M. Lane, B.Sc.
6 Form Entry Comprehensive
Required for September 1984, an enthusiastic and well qualified teacher in the Humanities Faculty. The successful candidate will be required to teach Integrated Humanities to Junior classes and Economics/History to examination groups in the middle and upper school. Scale 1. The Faculty prepares candidates for C.S.E. and 'A' level examinations.
The school is housed in modern buildings on a site shared with the Ramsden School for Girls. The Joint Sixth Form of 340 boys and girls offers a wide range of established G.C.E. 'A' level courses.
Application forms available from the Headmaster at the

SECONDARY MODERN LANGUAGES
continued

BROMLEY

LONDON BOROUGH OF BROMLEY
THE RAMSDEN SCHOOL FOR BOYS
Gillmans Road, Orpington, Kent BR5 4LB
Tel: Orpington 31075
HEADMASTER: M. Lane, B.Sc.
6 FORM ENTRY COMPREHENSIVE
Required for September 1984, an enthusiastic and well-qualified graduate in the Modern Languages Faculty. The successful candidate will be required to teach French to all ages and abilities in the school and German to some junior classes. The Faculty prepares candidates for C.S.E., 'O' and 'A' level examination. Scale 1.
The school is housed in modern buildings on a site shared with the Ramsden School for Girls. The Joint Sixth Form of 240 boys and girls offers a wide range of established G.C.E. 'A' level courses.
Application form available from the Headmaster of the school (foolscap s.a.e. please), to whom the completed form should be returned by 10th August 1984. (09841) 133622

LEICESTERSHIRE
COUNTY COUNCIL

An Equal Opportunity Employer

CITY OF LEICESTER SCHOOL
Downing Drive, Leicester

11 - 18 Comprehensive

Roll 1023

FRENCH SCALE 1

A teacher of French is required. 'A' level experience preferred. A willingness to assist with General Studies would be an advantage.

Further details from the Head (64216). Apply immediately (no forms) with full particulars and names and addresses of two referees (SAE). (08054) 133622

CUMBRIA
COUNTY COUNCIL
KESWICK SCHOOL
Main Street, Keswick CA12 5NJ.
11 - 18 Mixed
Comprehensive, Voluntary Aided, 850 on roll; 160 Boarders; 140 in 6th Form
Required for September 1984 or January 1985, an Assistant Teacher of German/French to 'A' level. Scale 1 (Scale 2 post could be available for suitably qualified applicants).
Letters of application, including c.v., and the names and addresses of 2 referees, to Head at School as soon as possible. (09687) 133622

RICHMOND UPON THAMES
LONDON BOROUGH OF RICHMOND UPON THAMES

WHITTON SCHOOL
Percy Road, Whitton, Twickenham, Middlesex TW2 6JW

(11 - 16 mixed comprehensive)

FRENCH/GERMAN (Scale 1 plus Outer London allowance)

Required for September 1984, a well qualified graduate in French and German to teach across the ability range in the 1st and 2nd year, and eventually to 4th and 5th year examination pupils. The ability to assist with R.E. would be a considerable advantage.

Application forms and particulars of the post available from the Director of Education, Regal House, London Road, Twickenham TW1 3QB (s.a.e. please) returnable to the Headmaster at the school as soon as possible. (08244) 133622

Lancashire County Council
An Equal Opportunities employer

The following are required for the dates stated and the closing date is 16th August 1984.

SECONDARY SCHOOLS
Forms/further details from/to the Headteacher at the school unless otherwise stated. SAE please.

LANCASTER RIPLEY ST. THOMAS C.E. SECONDARY (AIDED) Ashton Road, Lancaster (1250 on roll 11-18)
1st September 1984 or as soon as possible.
SCALE 1 – RURAL SCIENCE

PRESTON RIBBLETON HALL HIGH, Ribbleton Hall Drive, Preston (928 on roll 11-16) 1st September 1984
SCALE 1 – SCIENCE
Forms/further details for this post only from/to the District Education Officer, 58/60 Guildhall St., Preston, S.A.E. Please.

Re-advertisement
LONGRIDGE ST. CECILIA'S R.C. HIGH (AIDED)
Chapel Hill, Longridge (385 on roll 11-16) 1st September 1984
SCALE 1 – BOYS PHYSICAL EDUCATION

Temporary Post
OSWALDTWISTLE RHYDDINGS COUNTY HIGH
Haworth Street, Oswaldtwistle (1082 on roll 11-16) September 1984-July 1985
SCALE 1 – BIOLOGY TO 'O' LEVEL STANDARD
Forms/further details for this post only from/to the District Education Officer, Ewbank House, Cannon Street, Accrington. SAE please.

BURNLEY ST. THEODORE'S R.C. HIGH (Special Agreement) Ormerod Road, Burnley (716 on roll – Boys 11-16. 196-Co-ed 16-18). 1st October 1984 or as soon as possible thereafter.
SCALE 1 – RELIGIOUS EDUCATION TO 'O' and 'A' LEVEL
Forms/further details for this post only from The District Education Offices, 14 Nicholas Street, Burnley. SAE please. Returnable to Rev. Father P. Keane, St. Johns Presbytery, Ivy Street, Burnley.

BACUP FEARNS COUNTY SECONDARY
Fearns Moss, Stacksteads, Bacup (1250 on roll 11-16) 1st September 1984 or 1st January 1985
SCALE 1 – FRENCH TO CSE (Interest in Graded Tests)
Forms/further details for this post only from/to the District Education Officer, Education Offices, Town Hall, Rawtenstall, Rossendale. SAE please.
(1902)

Music

Scale 1 Posts

BRENT
LONDON BOROUGH OF BRENT
ST GREGORY'S HIGH (MIXED) SCHOOL
Donnington Road, Kenton, Harrow HA3 0NB
(Roll 1024, 11 - 18)
Required from September or as soon as possible thereafter this R.C. Comprehensive School
TEACHER in a thriving MUSIC department. Some instrumental work is supervised by visiting teachers.
London Allowance of £987 per annum is payable.
Part time/temporarily committed to Multi-Cultural Education.
Application forms (sae) obtainable from the Head-teacher returnable within 10 days. (08420) 133822

HUMBERSIDE
EDUCATION COMMITTEE
ORDINARY DIVISION
THE IMMINGHAM SCHOOL
(11 - 19 Mixed Comprehensive Roll 1,650)
Headmaster: Michael Roper
Required for September, 1984:-
TEMPORARY (ONE YEAR) FULL-TIME TEACHER of either DRAMA/ENGLISH or MUSIC/ENGLISH to teach Drama or Music in an integrated Creative Studies Department, plus some Supplementary English.
The school, with excellent facilities and accommodation, is fully established with a sixth form of 140.
Application forms and further information obtainable from the Head Teacher at the school on receipt of stamped addressed envelope) to whom completed forms should be returned within ten days of this advertisement (including school holidays dates). (09025) 133822

WALTHAM FOREST
CORPUS CHRISTI R.C. HIGH SCHOOL
Goodall Road, London E11
Head: Mr. P. White
Required for September, 1984:- Scale 1/2 (plus Outer London Allowance) is required in this Christian School for pupils aged 11 - 14 years (540 on roll). To teach music to enthusiastic boys and girls who will be involved in the establishment of a new department. Ability to offer a second subject desirable.
Application forms available from, and returnable to The Chief Education Officer, Municipal Offices, High Road, London E10 5QJ on receipt of S.A.E.
Closing Date: 20th August 1984 Ref. No. P13/989.
School. (08390) 133822

Physical Education

Scale 1 Posts

BEDFORDSHIRE
NORTHERN AREA
THE EARL WHITBREAD UPPER SCHOOL
Shefford Road, Clifton, Shefford, Beds.
Headmaster: Mr K. Wadsworth
Tel: Hitchin 812798
13 - 18 Co-educational Comprehensive Upper School, number on roll 900
Required for September 1984, a Teacher of Boys' PE with a special interest in soccer and cricket, scale one.
Candidates must be able to offer a strong second subject up to 'A' level. This is a temporary post for one year only but there is a possibility it may become permanent.
Application forms and further details from the Headmaster, sae please.
Please ring the Head on Bedford 63046. (08026) 134222

BROMLEY
LONDON BOROUGH OF BROMLEY
HAYES SCHOOL
West Common Road, Hayes, Bromley, Kent BR2 7DB
Tel: 01-462 4767
(six form entry, co-educational, 11 - 19 years)
Required for September 1984 for one term in the first instance, teacher for Boys' Physical Education & Games. Scale 1. Outer London Area Allowance payable. It is hoped to recruit an able and enthusiastic graduate. There are excellent on-site facilities and the school easily fills all ability levels for a balanced intake.
Application forms and further particulars may be obtained from the Headmaster, Dr J.S. Leeming, at the school (which completed forms should be returned by 17th August 1984. (09845) 134222

DYFED
COUNTY COUNCIL
EDUCATION DEPARTMENT
MADOG'S DIVISION
OLDBOROUGH MANOR SCHOOL
Boughton Lane, Maidstone ME15 9QS
(Mixed, Roll 1150)
Required January 1985 a young enthusiastic Teacher of Physical Education.
Apply by letter with curriculum vitae and names of two professional referees (s.a.s.e.). (08407) 134222

Rochdale
METROPOLITAN BOROUGH OF
Education Department

AN EQUAL OPPORTUNITY EMPLOYER

BALDERSTONE UPPER (13-18)
Queen Victoria Street, Rochdale — Tel: Rochdale 49048
TEMPORARY BIOLOGY SCALE 1
for one term initially.

DURNFORD HIGH (10-16)
Durnford Street, Middleton — Tel: 061-643 2045
TEMPORARY MATHEMATICS SCALE 1
for one term
TEMPORARY MATHEMATICS
for one year.
A Scale 2 post may be available for suitable candidate.

MOORCLOSE HIGH (14-18)
Kenyon Lane, Middleton — Tel: 061-643 8118
TEMPORARY BOYS PE/ART SCALE 1
A permanent post may be available.

LITTLEBOROUGH HIGH (11-16)
Calderbrook Road, Littleborough — Tel: Littleborough 78888
MATHS/SCIENCE
for one year Scale 1
TEMPORARY MATHEMATICS SCALE 1
for one term
TEMPORARY CHEMISTRY SCALE 1

Applications for all the above posts by letter to the Head Teacher at the School stating details of age, education and experience together with the names and addresses of two referees as soon as possible.
(1957)

LEICESTERSHIRE
COUNTY COUNCIL

An Equal Opportunity Employer

MOAT COMMUNITY COLLEGE
Maidstone Road, Leicester

Tel: Leicester 25703

11 - 16 Comprehensive

Roll 1057

GIRLS P.E. SCALE 1

Required August 29th, teacher of Girls P.E. for this new multi-ethnic community college. Excellent facilities and intriguing developments. Hockey, netball or gymnastics specialism welcomed also climbing wall). Opportunity for involvement in supportive community sports groups.

Further details from the Head (GAE). Apply immediately (no forms) with full particulars and names and addresses of two referees (SAE). (08051) 134222

SEFTON
METROPOLITAN BOROUGH OF SEFTON
EDUCATION COMMITTEE
RANDLES SCHOOL
Stapleton Road, Formby, Liverpool L37 1EG
(11 - 18 Mxd. Comp. 1100 on roll - 6th Form)
TEACHER OF GIRLS' P.E. (Scale 1) required for September 1984. Specialist expected to contribute to all areas of subject, willing to cover either Art or Science as second subject an advantage.
Application forms and further details are available from the Headteacher of the school, on receipt of s.a.e., to whom completed forms must be returned.
Closing date : 17th August 1984. (08348) 134222

SUTTON
LONDON BOROUGH OF SUTTON
EDUCATION DEPARTMENT
CHEAM HIGH SCHOOL
Chatsworth Road, Cheam, Surrey SM3 8PW
Tel: 01-644 5790
(6 form entry mixed 11 - 18, approx 1,000 on roll)
PHYSICAL EDUCATION - SCALE 1
Required September 1984 for one year only to teach Girls' P.E. and some Humanities, courses to CSE, GCE 'O' and 'A' Levels. A full range of physical activities is taught throughout the school, but an interest and ability to teach Badminton, Volleyball, Hockey and Tennis is essential.
Application by letter (with curriculum vitae and names and addresses of referees) to The Director of Education, The Grove, Carshalton, Surrey SM5 2AL. (08414) 134222

WEST SUSSEX
SOUTHERN AREA
STEYNING GRAMMAR SCHOOL
Boys
Co-educational Voluntary Controlled, 11 - 18, Day and Boarding, Roll 2200 including 108 boy boarders and 350 in Sixth Form)
Required September teacher of BOYS' PHYSICAL EDUCATION and GAMES. Strong Rugby and Cricket particularly important.
Application by letter to Headmaster at school enclosing C.V. and names and addresses of two referees. (08454) 134222

Religious Education

Heads of Department

HERTFORDSHIRE
TOWNSEND CHURCH OF ENGLAND SCHOOL
High Oaks, St Albans, Herts, AL4 0AB
WELL QUALIFIED TEACHER to teach R.E. Required from January 1985, a well qualified, enthusiastic, successful and caring teacher to be responsible for the general Religious Education throughout the school and for examination work to 'O' level. This is a five-form entry 800 on roll and numbers increasing.
Apply by letter to the Headteacher enclosing a full curriculum vitae and the names and addresses of two referees. Financial assistance with household removal expenses may be available in approved cases. (08240) 134418

Scale 1 Posts

BROMLEY
LONDON BOROUGH OF BROMLEY
NEWSTEAD WOOD SCHOOL FOR GIRLS
Avebury Road, Orpington, Kent BR6 9SA
Tel: Farnborough 53686
Required for September 1984 for one term, teacher for Religious Education throughout the school, to 'O' and 'A' levels. Scale 1. A part-time appointment would be considered.
Application forms available from the school to which completed forms should be returned by 10th August 1984. (09844) 134422

ENFIELD
LONDON BOROUGH OF ENFIELD
ENFIELD GRAMMAR SCHOOL
Market Place, Enfield, Middx. (Foundned 1558)
There is a vacancy from 1st September 1984, in this Voluntary Controlled, 11 - 18 comprehensive school for boys for a temporary teacher (for one term only) of RELIGIOUS STUDIES or GENERAL STUDIES.
London Allowance, £645.
Applications, enclosing a curriculum vitae and the names of two referees should be made by letter to the Headmaster at the school as soon as possible. (08041) 134422

ESSEX
STEWARDS COMPREHENSIVE SCHOOL
Parnall Road, Harlow (Roll 1158)
Tel: Harlow 21951
ASSISTANT TEACHER OF R.E., Scale 1
Required for September. Please apply in writing to the Headteacher at the school (foolscap s.a.s. please). (08295) 134422

Science

Scale 1 Posts

BURY
METROPOLITAN BOROUGH OF BURY
TEMPORARY TEACHER (Scale 1) required for September 1984 to 31st August 1985 at Castlebrook High, Parr Lane, Bury BL9 8LP for Lower School Science and Biology to examination level.
Applications by letter stating full curriculum vitae to the Director of Education, Athenaeum House, Market Street, Bury BL9 0BN by Friday, 17th August 1984. (09690) 134888

COVENTRY CITY COUNCIL
Assistant Teachers
required at:–

1. Binley Park Mixed Comprehensive School, Brandon Road, CV3 2AT. Tel: 0203 447070 (1218 on roll)
Required September 1984:
HOME ECONOMICS scale 1 to teach in a well established department. Courses to 'O' and C.S.E. level including CHILDCARE. Permanent post but temporary appointment for Autumn Term only could be considered.

Coundon Court School and Community College, Northbrook Road CV6 2AH. Tel: 0203 335121 (1555 on roll)
Required September 1984 or as soon as possible:
MUSIC scale 1. Music is a rapidly expanding area of this developing School and Community College and a person is required who will be able to contribute to the teaching of both pupils and adults. Ability to assist with Drama desirable though not essential.
Apply by letter together with full curriculum vitae, and names and addresses of two educational referees, one of whom should be present Headteacher, to the Headteacher at the school concerned within 10 days of appearance of advertisement. Enclose SAE le acknowledgement required. Canvassing disqualifies.
an equal opportunity employer

SECONDARY SCIENCE
continued

BROMLEY
LONDON BOROUGH OF BROMLEY
THE RAMSDEN SCHOOL FOR BOYS
Gillmans Road, Orpington, Kent BR5 4LB
Tel: Orpington 31075
HEADMASTER: M. Lane, B.Sc.
6 FORM ENTRY COMPREHENSIVE
Required for September 1984 an enthusiastic and well qualified Graduate to teach Science to all ages and abilities in the school and German to some junior classes. The Faculty prepares candidates for C.S.E., 'O' and 'A' level examination. Scale 1.
The school is housed in modern buildings on a site shared with the Ramsden School for Girls. The Joint Sixth Form of 240 boys and girls offers a wide range of established G.C.E. 'A' level courses.
Application forms available from the Headmaster of the school (foolscap s.a.e. please), to whom the completed form should be returned by 10th August 1984. (09843) 134222

SURREY
EDUCATION COMMITTEE
ST. ANDREWS C OF E SCHOOL
Cobham
(11 - 16 Mixed Comp. ENOR. 850)
Scale 1 part-time (3S/100) teacher required September 1984 to teach BIOLOGY to CSE level and some Junior Science.
Contact Head Tel: Cobham 69518. (08417) 134822

WEST SUSSEX
SOUTHERN AREA
STEYNING GRAMMAR SCHOOL
Steyning
Co-educational Voluntary Controlled C.E. 11 - 18 Day and Boarding, Roll 2220 (including 108 boy boarders and 350 in Sixth Form)
Required January 1985 Graduate PHYSICS teacher to join strong team and to teach up to 'A' level.
Form of application and details from Headmaster (s.a.e.o.).
Assistance will be given with removal and resettlement expenses in approved cases. (08435) 134222

Other than by Subject Classification

Scale 1 Posts

CLEVELAND
COUNTY OF CLEVELAND
An Equal Opportunities Employer

MANOR SCHOOL
Owton Manor Lane, Hartlepool, Cleveland TS25 3PS
(11 - 16 Mixed Comprehensive)
(Tel: Hartlepool 67018)
SCALE 1 PHYSICAL EDUCATION (BOYS)
Required for September, 1984, a qualified teacher of boys physical education. Excellent facilities include indoor swimming pool, 2 gymnasia, sports hall and large playing fields.

THE DANE SCHOOL
Bayadale Road, Thornaby, Cleveland TS17 9DF
(11 - 16 Mixed Comprehensive, 903 on roll)
(Tel: 0642 615144)
SCALE 1 ENGLISH
Required for September, 1984, a well qualified teacher to teach English throughout the School. Ability to assist with Religious Education and Social Education an advantage.
Applications by letter in the first instance to the Head Teachers at the Schools by 17th August, 1984, should include details of education, training, qualifications and experience, together with the names and address of two referees. Financial assistance with household removal expenses may be available in approved cases. (08249) 135692

EALING
LONDON BOROUGH
EDUCATION SERVICES
TEMPORARY CONTRACT TEACHERS
A number of Scale 1 posts are available in the borough to cover maternity leave, secondments, vacancies and January 1985 and long term sickness.
£681 London Weighting.
Application forms (FAE) from Chief Education Officer, London Borough of Ealing, Wadham House, 79-81 Uxbridge Road, Ealing, W5 5SU to be returned by 17th August 1984. (08422) 135629

GLOUCESTERSHIRE
KINGSHILL SCHOOL
Cirencester
Required for September in this small rural comprehensive school temporary teacher of Drama and English for two terms. Scale 1.
Write immediately to the Headmaster for further particulars. (08256) 135692

STOCKPORT
Required for September 1984 or as early as possible
TEACHER - HISTORY AND ENGLISH
(Ref. 8229)
OFFERTON HIGH SCHOOL
The Fairway, Offerton, Stockport SK2 6DS
A suitably qualified and experienced teacher required to teach half time table of each subject in a split site school from years 2 to 5 with children of mixed ability. The balance of subjects may be allocated in the academic year 1985/86 when the school will be on one site.
Applications by letter marked 'Teachers Applications' giving the name, address and telephone number of two referees to the Head Teacher at the above address. Closing date 17th August 1984. (08448) 135692

SOLIHULL
EDUCATION COMMITTEE
MALVERN HALL SCHOOL
Bruston Avenue, Solihull, West Midlands
Tel: 021 705 1318
TEACHER OF SCIENCE Scale 1
Required for September 1984 in the all-ability school, for one year only in the first instance.
We are looking for someone who can offer either a combination of Chemistry and Physics or one of these subjects.
Apply by letter to the Headteacher enclosing c.v. and s.a.e. (08241) 134822

SURREY
EDUCATION COMMITTEE
ST. ANDREWS C OF E SCHOOL
Cobham
(11 - 16 Mixed Comp. ENOR. 850)
Scale 1 part-time (3S/100) teacher required September 1984 to teach BIOLOGY to CSE level and some Junior Science.
Contact Head Tel: Cobham 69518. (08417) 134822

WEST SUSSEX
SOUTHERN AREA
STEYNING GRAMMAR SCHOOL
Steyning
Co-educational Voluntary Controlled C.E. 11 - 18 Day and Boarding, Roll 2220 (including 108 boy boarders and 350 in Sixth Form)
Required January 1985 Graduate PHYSICS teacher to join strong team and to teach up to 'A' level.
Form of application and details from Headmaster (s.a.e.o.).
Assistance will be given with removal and resettlement expenses in approved cases. (08435) 134222

ESSEX
PASSMORES
COMPREHENSIVE SCHOOL
Tendring Road, Harlow (Roll 900)
Tel: Harlow 31921
SCIENCES, Scale 1
Required for September 1984 or as soon as possible, teacher of Physical Science to take Lower School Science and/or Mathematics, with Upper School Physics.
Telephone Headteacher at the School, Harlow 31921 or Harlow 74443 immediately.

STEWARDS
COMPREHENSIVE SCHOOL
Parnall Road, Harlow (Roll 1158)
Tel: Harlow 21951
ASSISTANT TEACHER OF CHEMISTRY AND/OR PHYSICS, Scale 1
Required for September for 1 year.
Please apply to the above two posts in writing to the Headteacher at the school (foolscap s.a.e. please). (08288) 134222

HILLINGDON
LONDON BOROUGH OF HILLINGDON

NORTHWOOD SCHOOL
Potters Bar Street, Northwood HA6 1QG
(number on roll - 882, 148 in Sixth Form)
Headmaster: N.J. Chapman, M.A.
Required for September 1984, a teacher of Science and Mathematics (Scale 1) to assist with Nuffield Combined Integrated Science in the lower school (Years 1 and 2) and with Mathematics also mainly in the lower school.
Northwood School is a well-established and expanding comprehensive in a pleasant residential part of North West London. It has seven well-equipped science laboratories. The post would be equally suitable for an experienced teacher or one seeking a first appointment.
Application forms from and returnable to the Director of Education, Civic Centre, Uxbridge, Middlesex. Tel: Uxbridge 50421). SAE please.

Outer London Allowance Payable. (08234) 134822

LEICESTERSHIRE
COUNTY COUNCIL

An Equal Opportunity Employer

MOAT COMMUNITY COLLEGE
Maidstone Road, Leicester

Tel: Leicester 25705, 11 - 18 Comprehensive

Roll: 1157

LIFE SCIENCE SCALE 1

Teacher of Life Science required August 29th, for this new city centre, multi-ethnic community college, to join a department of integrated 'Insight to Science' for lower years - CSE and 'O' Level Biology. Lively supportive atmosphere with opportunities for classroom and community development.

Further details from the Head (GAE). Apply immediately (no forms) with full particulars and names and addresses of two referees (SAE). (08053) 134222

LINCOLNSHIRE
MAGDALEN SECONDARY SCHOOL
Wainfleet, Skegness

Scale 1

Group 6 Roll 225

Temporary full-time teacher of Science and Physics to 'O' level.

S.a.e. to Head for form and details. Closing date 17th August 1984. (08448) 135692

Sixth Form and Tertiary Colleges

Scale 1 Posts

SURREY
EDUCATION COMMITTEE
STRODE'S COLLEGE
High Street, Egham
TW20 9DG
TEMPORARY Scale 1 assistant teacher required September 1984 for one term. Teach PHYSICS to A level plus some Electronics.
Contact: Area Education Office Tel: Woking 4311. (09854) 140092

Special Education

Scale 1 Posts

ENFIELD
LONDON BOROUGH OF ENFIELD
WAVERLEY SCHOOL E.S.N. (S)
Waverley Rd., Enfield, Middx. EN3 7BP
Roll 90
Tel: 01-363 6559
Required as soon as possible, teacher for nursery class, (Scale 1).
London Allowance, £645 plus Special Schools allowance.

WEST LEA SCHOOL
Haslebury Rd., London N9 9TU
Required for September 1984, temporary teacher (Scale 1), for one term initially, to take a small group of 14 - 15 year old pupils.
West Lea is an all-ability, all-age special school for children with medical/emotional problems. There are some specialist teachers in the school, covering P.E./Science/Craft/Cookery. The applicant therefore needs sound basic and subjects to complement those already provided by specialists. Secondary/Middle School training would be appropriate.
Application forms (large SAE) obtainable from the Director of Education, P.O. Box 35, Civic Centre, Silver St., Enfield, to be returned as soon as possible. (08265) 140022

HAMPSHIRE
DRAYTON MANOR SCHOOL
A special school invites applicants who are qualified and experienced teachers interested in Steiner Education and prepared to share the responsibility of running a small school in this line.
Please write to The Principal, Drayton Manor School, Sherfield on Loddon, Nr. Basingstoke, Hants. RG27 0JD. (07178) 140032

HILLINGDON
LONDON BOROUGH OF HILLINGDON

TEACHER BURNHAM SCALE 1

plus responsibility allowance £1,036 plus London Weighting

Required as soon as possible at Middlesex Lodge for general subjects. Middlesex Lodge caters for adolescent girls who are at crisis point. This is highly specialised work and the person appointed will have wide educational experience and be capable of coping with adolescent aggression.

Application form and further details from the Personnel Officer, Ref. 80/86/85XE, Civic Centre, Uxbridge, Middlesex. Tel: Uxbridge 50888 (24 hour answering service). Applications from disabled persons welcome. Closing date 13th August 1984. (08280) 140032

LIVERPOOL
WAVERTREE SCHOOL & CLIFTON HOUSE
Church Road North, Liverpool
Initially qualified teachers required for small units for visually handicapped children with moderate/severe learning difficulties. Scale 1/2 posts with Special Schools allowance.
A new department for multi-handicapped children is presently opened and is likely to expand. Applications from teachers experienced with the multi-handicapped child or the education of deaf children would be welcomed. At least one post is available for additional responsibility in the units.
Application Forms and details available from the Secretary/Bursar, Royal School for the Blind, Liverpool, 648 Smithdown Road, Liverpool L15 5AH. (08259) 140032

NEWHAM
LONDON BOROUGH OF NEWHAM
BECTON SCHOOL
Tollgate Road, London E16 3LG
Head Teacher: Miss P.A. Collins
Number on roll: 85
TEMPORARY CLASS TEACHER TO SENIOR CLASS
(14 - 18) years Scale 1
Required September 1984 or as soon as possible, for (Two terms to cover maternity leave)
Experience of teaching pupils with severe learning difficulties required.
London Allowance: £987 plus Special Schools Allowance.
Application forms (s.e.a.e. please) available from The Director of Education to whom completed forms should be returned by 14th August 1984.
Education Offices, 379/383 High Street, Stratford, London E15 4RD.
An Equal Opportunity Employer. (08568) 140022

NEWHAM
LONDON BOROUGH OF NEWHAM
BECTON SCHOOL
Tollgate Road, London E16 3LG
Head Teacher: Miss P.A. Collins
Number on roll: 85
TEMPORARY CLASS TEACHER TO SENIOR CLASS
(14 - 18) years Scale 1
Required September 1984 or as soon as possible, for (Two terms to cover maternity leave)
Experience of teaching pupils with severe learning difficulties required.
London Allowance: £987 plus Special Schools Allowance.
Application forms (s.e.a.e. please) available from The Director of Education to whom completed forms should be returned by 14th August 1984.
Education Offices, 379/383 High Street, Stratford, London E15 4RD.
An Equal Opportunity Employer. (08568) 140022

OLDHAM
METROPOLITAN BOROUGH

BASIC SKILLS SUPPORT SERVICE (PRIMARY)

Required as soon as possible, Scale 1 Teacher to work with children with Special Needs in primary schools as a member of the Basic Skills Support Service, from the successful candidate will be required to work with individual and class teachers in a small number of schools, in-service training will be expected to develop skills related to analysis of child's level of performance, design and implementation of individual programmes and the monitoring of appropriate materials.

There will be a teaching role which requires the maintenance of accurate records.

Application form/further details (sae) from the Director of Education, Old Town Hall, Middleton Road, Chadderton, Oldham OL9 9PP to be returned to him by 17th August 1984. (08275) 140022

Independent Schools

By Subject Classification

Arts and Design

Heads of Department

NOTTINGHAM
HEAD OF ART & DESIGN
TRENT COLLEGE
Long Eaton, Nottingham (HMC 580 pupils aged 11 - 18, of whom 310 are boarders. 180 in VI Form, including 50 girls.)
Required for January 1985, a graduate of vision and imagination energy to take charge of a highly successful and nationally renowned department. Wingers of Young Engineer 1983 and of School Design Prize. Substantial direct entry to 3 Honours courses 'A' and 'O' level and Art and Design, and 'O' level course being developed in Technology. Plans for further buildings. Interview at end of August. Burnham plus.
Applications to Headmaster, with names and addresses of two referees, as soon as possible. (08371) 187316

Other Assistants

ESSEX
Required for September 1984, or as soon as possible thereafter, a qualified part-time teacher for Art and Craft to 'O' Level.

Apply, as soon as possible, with full c.v. and three referees to Headmistress, Braeside School for Girls, 130 High Road, Buckhurst Hill, Essex IG9 5BD. (08682) 181244

English

Other Assistants

SURREY
EDUCATION COMMITTEE
THE GORDON BOYS (AIDED) SCHOOL
West End, Woking
(11 - 16 Mxd. 295)
TEMPORARY ENGLISH Scale 1 teacher required September 1984 for one term only. Teach to 'O' level. Additional allowance available in return for boarding duties. Accommodation available in single person flat. Contact Deputy Head Tel. Chobham 8084/8570. (08447) 135692

Geography

Other Assistants

HERTFORDSHIRE
THE KINGMANSWORTH MASONIC SCHOOL (C.S.A.)
900 Girls; 100 in Sixth Form
GEOGRAPHY TEACHER:- Scale 1
Required for September 1984, Graduate or Graduate Teacher of Geography throughout the school including some 'A' Level. In association with the Senior Geography Teacher.
Accommodation available, which may be free in exchange for some help in the Sixth Form boarding house.
Further particulars and application forms from the Headmaster, Rickmansworth Masonic School, Chorleywood Road, Rickmansworth, Herts.
Closing date: 20th August, 1984. (08458) 182624

History

Other Assistants

LONDON SW17
A small co-educational school needs a HISTORY to 'O' level and Senior secondary ENGLISH teacher for September 1984.
Applications with curriculum vitae to the Secretary, Upper Tooting Independent High School, 169 Trinity Road, London SW17. (08455) 182824

Mathematics

Other Assistants

WEST SUSSEX
ELLINGDON COLLEGE
required for September 1984. Temporary teacher to teach Combined Science and Mathematics in this boarding school for 150 boys aged 11 - 18 years. An ability to teach Computer Studies would be an advantage although not essential. Single person accommodation is available.
Replies in writing please from applicants keen to undertake the full boarding school commitment.
The Headmaster, Slindon College, Slindon House, Slindon, Arundel, West Sussex BN18 0RR. (08273) 183424

Other Assistants

ESSEX
Required for September 1984, or as soon as possible thereafter, a qualified part-time teacher for Art and Craft to 'O' Level.

Apply, as soon as possible, with full c.v. and three referees to Headmistress, Braeside School for Girls, 130 High Road, Buckhurst Hill, Essex IG9 5BD. (08682) 181244

Music

Other Assistants

HERTFORDSHIRE
THE PRINCESS HELENA COLLEGE FOR GIRLS
Temple Dinsley, Preston near Hitchin SG4 7RT

(Tel: Hitchin 32100)

Seeks teacher of Class Music, Orchestra and Choir, starting this Autumn Term or in January.

Burnham Scale 1. Resident or local. A cottage is available, with room for two persons, who might share the work or some of which might teach an instrument.

Apply in writing to the Headmaster, giving Tel. No. if any and the names of referees. (09698) 183824

Pastoral

Other Assistants

ESSEX
NEW HALL SCHOOL
INDEPENDENT R.C. CONVENT BOARDING/DAY 500 GIRLS
ASSISTANT HOUSEMISTRESS
Required for September to work in the pastoral care side of a boarding House Unit and able to offer any of the following abilities - nursing, secretarial, driving, escorting.
Applications with c.v. and details of 2 referees to: The Headmistress, New Hall School, Boreham, Chelmsford, Essex CM3 6HU. (08461) 184024

Physical Education

Other Assistants

BERKSHIRE
MAIDENHEAD COLLEGE
1 College Avenue, Maidenhead, Berkshire
Tel: Maidenhead (0628) 28225
Roll 430
This all-age Roman Catholic independent girls' school needs a teacher of Physical Education for September 1984. Hockey, netball, swimming, tennis, athletics, are the main sports. Applications from practising Catholics especially welcome. Boarding considered. Burnham Scale 1. Governing Body Association.
Interviews will take place from the 20th August. Applications to The Headmistress with c.v. and names of two referees. (08115) 184324

HARROW
Required for September, qualified P.E. Teacher able to coach swimming, football and cricket and to offer English or Maths as subsidiary in middle school years. Responsible for P.E. and games throughout. Duties aged 7 - 17.
Applications with 2 referees and c.v. to Headmaster, Harrow High School, 33 Sheepcote Road, Harrow, Middx. HA1 3JL. (07111) 184224

STAFFORDSHIRE
ABBOTS BROMLEY (SCHOOL OF S. MARY AND S. ANNE)
Rugeley, Staffs.
Full-time P.E. Specialist (swimming, hockey and other games) with active interest in boarding school life required to September, 1984. Accommodation available.
Apply: Headmistress with full c.v. and the names of two referees. (09791) 184224

SUFFOLK
SCHOOL OF JESUS AND MARY
Woodbridge Road, Ipswich (Ecumenical Girls Day School)
Wanted for November 1984, full time experienced teacher of P.E. to take responsibility for the P.E. throughout the school. Initially to replace member of staff on maternity leave, permanent post a possibility.
Apply at once to Headmistress with CV and names of two referees. (08405) 184824

Appointments in Scotland

EDINBURGH MERCHANT COMPANY SCHOOLS
GEORGE WATSON'S COLLEGE

Teacher of Music

Applications are invited from capable and energetic teachers of Violin and Viola for a full-time post in the Music Department from Wednesday 22nd August 1984, or as soon as possible thereafter.

In addition to individual teaching, there is much scope for Orchestral and Chamber Work in a large and enthusiastic Music Department.

Applicants must be registered, or eligible for registration, with the General Teaching Council.

Salary according to National Scales.

Applications including age, education, training and experience, together with the names of two referees, should be sent to the Director of Music, George Watson's College, Colinton Road, Edinburgh EH10 5EG, by Friday 17th August 1984.
(1898)

INDEPENDENT SCHOOLS
continued

Religious Education

Other Assistants

GRIMSBY

ST. JAMES' SCHOOL
Grimsby

The Choir School of Great Grimsby Parish Church

and

An Associated School of the Woodard Corporation

Required for September 1984 a R.E. SPECIALIST to teach to G.C.E. 'O' and 'A' level. Ability to offer subsidiary subject important. Sympathy with the aims of a Christian School essential.

Send application with C.V. and stamped addressed envelope to the Headmaster, 94 Dargate, Great Grimsby, South Humberside DN34 4SY. (07102) 184424

MIDDLESEX

DENMEAD SCHOOL
Hampton, Middlesex TW12 2LE
(IAPS 200 boys)
Required for January 1985 - or earlier by arrangement - Science and Geography teacher with top Rugby and Cricket. Particularly suitable for young teacher seeking post with positive prospects.
Details from Headmaster. (07483) 184824

SURREY

AMERICAN COMMUNITY SCHOOLS
Cobham, Surrey

SCIENCE TEACHER (GRADUATE)

Required immediately for High School students aged 11 - 14 years.

Please write with full c.v. to the Headmaster, American Community Schools, 'Heywood', Portsmouth Road, Cobham, Surrey KT11 1BL. (Applications by post only.) (09853) 184824

WEST SUSSEX

SLINDON COLLEGE
Required for September 1984, Young and Enthusiastic School Teacher to teach Combined Science and Mathematics in this boarding school for 150 boys aged 11 - 13 years. An ability to teach Computer Studies would be an advantage, although not essential. Single person accommodation is available.
Replies in writing please from applicants keen to undertake the full boarding school commitment.
The Headmaster, Slindon College, Slindon House, Slindon, Nr. Arundel, West Sussex BN18 0RH. (08972) 184824

Science

Other Assistants

DEVON

BRAMDEAN SENIOR & PREPARATORY SCHOOL
Exeter

Day and Weekly Boarding School for Boys

50 BOARDERS - 110 DAY BOYS

CHEMISTRY TEACHER

Enthusiastic, experienced Chemistry Teacher required 0 and A levels and Universities Entrance standard. Ability to teach Computer Science or Physics an advantage. Small classes, excellent facilities. Record of first class academic results. Non-residential post.

Burnham Scale. Assistance with removals and accommodation available.

The School has a fine Chapel Choir which, under the direction of the resident Master of Choristers, and accompanied by the School's Organist, sing regular cathedral repertoire services. Special consideration will be given to experienced choir-men.

There is also a flourishing C.C.F. Naval Detachment.

Principal Games: Mechanics Rugby and Spring Term - Cricket and Athletics.

Applicants who share any of the above interests are particularly welcome.

The school places emphasis on gentlemanly behaviour, self-discipline and service.

Applications should be directed to:- The Headmaster, Bramdean School, Richmond Lodge, Exeter EX1 3QR. (09024) 184824

Other than by Subject Classification

Other Assistants

LONDON SW17

For September 1984. A small independent co-educational school requires full time teachers for general subjects. One post for infants and one post for 7 - 11 years.
Applications with curriculum vitae to Secretary, Upper Tooting Independent School, 169 Trinity Road, London SW17. (09856) 185624

LONDON W13

Co-educational Independent Day school in Ealing requires the following staff for September.
Full time general subject teacher capable of teaching French up to 'O' level. Age range 9 - 16. Part time Art teacher. Afternoons only.
General subjects teacher.
Qualified nursery teacher N.N.E.B.
Please reply with full details of qualifications and experience to the Principal, The Hamilton House School, 76 The Avenue, West Ealing W13 8LS. (09785) 185624

LONDON W8

St. PAUL'S GIRLS' SCHOOL
TECHNICIAN experienced, to control and maintain Audio Visual equipment throughout the School and to assist in the Computer Department.
Apply with copy of curriculum vitae, to the Deputy Bursar, St. Paul's Girls' School, Brook Green, Hammersmith, W6 7BS. (08426) 185624

LONDON

YESODEY HATORAH
PRIMARY GIRLS' SCHOOL
153 Stamford Hill, London N16
Suitably qualified teacher required for September.
Please phone Mrs. Jacobowitz on 806 4346 and send c.v., names and addresses of two referees and post code, for time telephone number to the Headmistress at 2-4 Amhurst Park, London N16. (09857) 185624

SUSSEX

GORING HALL SCHOOL

Boarding & Day School - 130 Boys

Required from September 1984:-

1) English Master to 'O' Level

2) Geography/Economics to 'O' Level

3) French/Music

The first two posts are residential - single accommodation only available. The third post is either residential or non-residential.

Please forward your c.v. and names of two referees to: The Headmaster, Goring Hall School, Ilex Way, Goring-by-Sea, Sussex BN12 4UX. (07106) 185624

SUSSEX

Chemistry A level, Maths A and O level, teachers required part-time from September 5th.
Apply: The Chairman, Michael Hall School, Forest Row, Sussex RH18 5JB. (08233) 185624

SUSSEX

Experienced teacher wanted for Spring term 1985 to take general subjects in the lower part of a boys' preparatory school. The post is residential during term time and includes normal school duties and assistance with games.
Burnham Scale 1 with a private pension scheme after one years' service.
Please apply to N.A. Sinclair, Sompting Abbotts, Lancing, Sussex. (09894) 185624

DERBYSHIRE

S. ANSELM'S
Bakewell
(C.A.P.S. Boarding School of 150)
Required September 1984 a qualified TEACHER OF FRENCH (to share the Common Entrance teaching with another master). Classes average 10-12.
S. Anselm's Scale, above Burnham. Teachers' Superannuation. Single accommodation. Very generous terms for sons and daughters in the school from 4½ to 13.
Please apply in writing with telephone number of two referees to the Headmaster, S. Anselm's School, Bakewell, Derbyshire. (08254) 203624

STAFFORDSHIRE

VARLET HALL
Near Stafford
Required for September or January qualified teacher to take A Level to C.S.E. and P.S.S. level. Willingness to take a full part in the life of the school essential. Ability to run 1st XV football an advantage, but not essential. Single or married accommodation available. Burnham Scale 1. Government Superannuation.
Apply in writing to the Headmaster with c.v. and names and telephone numbers of two referees. (08432) 203624

Music

Heads of Department

OXFORD

CHRIST CHURCH CATHEDRAL SCHOOL
Oxford
A DIRECTOR OF MUSIC to take charge of school music is needed for September or January.
CV and names of referees to Headmaster, Christ Church Cathedral School, Brewer Street, Oxford OX1 1QW. (08436) 203818

Physical Education

Other Assistants

HAMPSHIRE

Qualified P.E. and games teacher (resident) required for September 1984. Accommodation available. Person appointed runs 1st XV and does little academic teaching.

Ring Headmaster, Boundary Oak School, Rooks Court, Fareham, Hampshire at Fareham 280855. (07152) 204224

Other than by Subject Classification

Other Assistants

CHESHIRE

FOWNALL HALL SCHOOL
Wilmslow, Cheshire SK9 5DW
This 7½ day school of 190 boys requires in January 1985 a qualified MATHEMATICS or GENERAL SUBJECTS teacher. Teaching will initially be in the Middle School forms. Boys are prepared for entry at 13 plus to local independent schools and at 13 plus to Public Schools by C.E. or Scholarship Examinations. Ability to help with Middle and Senior games (soccer, hockey, cricket, athletics) and willingness to take a full part in the life of the school essential.
Application with C.V. and names and telephone numbers of two referees to the Headmaster as soon as possible. (09785) 205624

KENT

SIBTON PARK
PREPARATORY SCHOOL
Lenmige, Kent
Required, resident KINDERGARTEN teacher in September. The post also includes teaching some general subjects to 7 - 8 year olds.
Please Tel: 0303 862284. (08335) 205624

SURREY

HALL GROVE
Bagshot
(I.A.P.S. 160 Day Boys)
required for September:
Young, energetic teacher of P.E. (qualified) with experience of independent education. Applicants should be able to coach soccer, rugby, hockey and cricket, and be able to assist with athletics, swimming and tennis. A flat is available, and it is expected that the successful applicant will play a full part in the running of the school, and give assistance with boarding and preparation of pitches. It is also necessary that applicants can teach middle school Science and senior form of Geography.
Applications are requested in writing, and should be addressed to the Headmaster, Hall Grove School, Bagshot, Surrey GU19 5HZ. (09898) 205624

Colleges of Further Education

Other Appointments

CUMBRIA
COUNTY COUNCIL

WEST CUMBRIA COLLEGE
Park Lane, Workington CA14 3RW

APPLICATIONS INVITED FOR LECTURER I POSTS IN:

PHYSICAL EDUCATION & SPORTS STUDIES

To teach on the full-time Sports Studies Course and assist in Residential Modules (Outdoor Pursuits).

BUSINESS STUDIES

To teach on BTEC National and General Courses, offering subjects from the range - Organisation; Accounting; Government; Economics.

Post available from 1st September, 1984.

Further particulars and application forms from the Principal's Office. Closing date for applications - 20 August 1984. (09868) 220026

DUDLEY
METROPOLITAN BOROUGH

DUDLEY COLLEGE OF TECHNOLOGY

LECTURERS I

£5,649 - £9,735 - for September - these appointments are connected with the technical Vocational Educational Initiative and involve teaching 14 - 18 year olds on a school/college link programme

(a) COMPUTING AND ELECTRONICS

(b) TYPEWRITING AND OFFICE PRACTICE AND RELATED SUBJECTS

Successful candidate must have appropriate industrial and commercial experience and suitable academic qualifications.

Application forms/details (foolscap SAE) from Principal, Dudley College of Technology, The Broadway, Dudley, West Midlands DY1 4AS. (09004) 220096

DUDLEY
METROPOLITAN BOROUGH

DUDLEY COLLEGE OF TECHNOLOGY

ARTIST/CRAFTSPERSON

£5,649 - £9,735 - required to help run and man Art and Crafts Centre in Dudley, West Midlands. Applicants should be well qualified in Art, Crafts and Design and capable of initiating imaginative courses/community projects.

Application forms/details (foolscap SAE) from Principal, Dudley College of Technology, The Broadway, Dudley, West Midlands DY1 4AS. Return by 31st August. (08364) 220026

HARROW

LONDON BOROUGH OF HARROW

HARROW COLLEGE OF FURTHER EDUCATION

DEPARTMENT OF BUSINESS STUDIES

LECTURER GRADE 1 (0.5) - BUSINESS STUDIES

A Lecturer is required as soon as possible to teach up to BTEC National level. Applicants should possess appropriate professional and teaching qualifications.

Salary as per Burnham FE Committee Scales: Lecturer 1 (pro rata) £5,649 - £8,735 per annum plus Outer London Allowance.

Application forms and further details are available from the Principal's Secretary, Harrow College of Further Education, Uxbridge Road, Hatch End, Middlesex. Tel: 01-428 0181, to whom they should be returned by 17 August 1984.

HARROW IS AN EQUAL OPPORTUNITIES EMPLOYER. (08853) 220026

HERTFORDSHIRE

CASSIO COLLEGE
Langley Road, Watford WD1 3RH
Department of Academic and Social Studies
2 F/T Geography Temporary Lecturers required from 1st October 1984, replacements for tutor on maternity leave. Additional part-time teaching throughout the year can be added to these posts.
For further details and application form see us in the Principal at the above address.
Closing date 20th August 1984. (08403) 220026

ENFIELD

LONDON BOROUGH OF ENFIELD
EDMONTON COLLEGE OF FURTHER EDUCATION
Lincoln Road, Edmonton, N18 2LY
Applications are invited from suitably qualified and experienced persons for appointment to the following temporary full-time post:
DEPARTMENT OF GENERAL EDUCATION
Lecturer to teach MATHEMATICS AND ITA/STATICS to GCE 'O' level students.
The appointment is for the academic year 1984/85 only.
SALARY SCALE: Lecturer I £6,894 - £10,380 (including London allowance).
Application forms and further particulars are obtainable from the Principal on receipt of a large s.a.e. (08443) 220026

HARTFORDSHIRE

CASSIO COLLEGE
Langley Road, Watford WD1 3RH
Department of Academic and Social Studies
2 F/T Geography Temporary Lecturers required from 1st October 1984, replacements for tutor on maternity leave. Additional part-time teaching throughout the year can be added to these posts.
For further details and application form see us in the Principal at the above address.
Closing date 20th August 1984. (08403) 220026

BRIXTON COLLEGE
56 Brixton Hill, SW2
LECTURER I COMMUNITY CARE
A Lecturer with background in social work, child care, health visiting or other relevant discipline is required to work on a variety of 'caring' courses. The initial teaching will be mainly on the City & Guilds Community Care Course. Closing date for receipt of applications 18 August. Reference PS1.
PART-TIME TEACHING
We have vacancies from time to time for part-time staff (day and/or evenings only) to teach on a wide range of courses within the College. We have current vacancies from 10 September 1984 for staff to teach:- ELECTRICAL INSTALLATIONS (minimum qualification C&G 236 part C); DRAMA; COMPUTING; SECRETARIAL SKILLS; CAREERS DEVELOPMENT IN EDUCATION.
Contracts up to a maximum of 12 hours per week may be offered at standard part-time visiting teaching rates. Please write to the Applications Secretary at the above address (quoting reference PT1) enclosing a stamped self-addressed envelope for an application form.

Business Studies and Computing Group
LECTURER I IN OFFICE SKILLS
is required from 1 September. Applications are invited from people able to offer a wide range of skills including shorthand, typewriting, office practice/machinery, secretarial duties and word processing. The ability to teach background to business, world of work, business calculations, or any other relevant subject would be an advantage.
Further details and application forms from the Applications Secretary at the above address, quoting appropriate reference.

HACKNEY COLLEGE
Department of Building
LECTURER II IN HOUSING MANAGEMENT
Applications are invited for the above post which is to commence in September 1984. Applicants must possess relevant experience and qualifications to teach on courses for the Professional Qualification of the Institute of Housing and B/TEC Certificate in Property Management and Housing Services.
The person appointed will have a teaching programme comprising subjects in Housing, Studies (1 or 2), Housing Research option subject, Housing Association option, Housing Finance.
Application forms and further details obtainable from/returnable to Mrs. A. Yerrow, Hackney College, 2a Mare Street, E8 4RG (Tel: 01-985 8484 Ext. 282). Closing date: 10 August 1984.

HAMMERSMITH AND WEST LONDON COLLEGE
Gliddon Road, Barons Court, W14 9BL
COMPUTING
Part-time teachers wanted to teach classes ranging from YTS computer literacy to examination work. Please write with c.v. and naming two referees to Head of General Education (FW) HWLC, Gliddon Road, London W14 9BL.

SOUTHWARK COLLEGE
The Cut, SE1 8LE
A LECTURER GRADE I (TEMPORARY)
is required for the academic year 1984-85, arising from the absence of permanent staff on full time leave. Courses to be taught include BTEC and GCE O & A level Physics.
Further details and application forms obtainable from the Senior Administrative Officer/PS at the College (01-928 0561) returnable by 17 August, 1984.

WOOLWICH COLLEGE
Villas Road, Plumstead SE18 7PW
Tel: 01-855 1219
Department of Engineering
LECTURER I IN MECHANICAL ENGINEERING required as from 1 September 1984. The vacancy is for a person qualified by way of industrial experience and academic attainment to teach a range of mechanical and production engineering subjects up to BTEC Higher Certificate level. The successful candidate will be expected to contribute to the development of the work within the Mechanical Division of the Department whilst special reference to the Department with special reference to the teaching of Engineering Drawing and Design.
Further details and application form from the SAO at the College. (09001)

ilea colleges

Applications are invited for the following posts. Salary scales in accordance with the Burnham (FE) award: LECTURER GRADE 1 (and part-time pro rata). On an incremental scale within the range of £5,649-£8,735, starting point depending on qualifications, training and experience. LECTURER GRADE II £7,218-£11,688. Subject to formal approval. For all posts unless otherwise stated, there is an Inner London Allowance of £987. All posts which are graded Lecturer I to Principal Lecturer are considered suitable for job share. Applications for Job Share appointments will only be considered if submitted on a paired basis. A register of potential Job Sharers is maintained by Ms. H. Brookman, RO/PH/ED, CPFS, Room 2697, The County Hall, London SE1 7PB. ILEA is an equal opportunities employer.

COLLEGES OF F.E.
continued

ISLE OF WIGHT
COUNTY COUNCIL
ISLE OF WIGHT COLLEGE OF ARTS & TECHNOLOGY
Medina Way, Newport, I.W.
POSITIVE INFORMATION TECHNOLOGY CENTRE
The Isle of Wight County Council in conjunction with the Manpower Services Commission and Department of Industry has established an Information Technology Centre linked to the Engineering Department of the Isle of Wight College of Arts and Technology and has a vacancy for:
SUPERVISOR - LECTURER I
Candidates for this post should offer expertise in one or more of the following areas: micro-computer programming, particularly in relation to business applications, micro-electronics and digital techniques. Development of these areas will be required from successful applicants.
All posts are annually renewable for so long as the Centre has its existence. A 52 week year will operate within the Centre.
The purpose of the Centre, which will form one of the 150 Centres proposed for the U.K., will be to provide for young people an extensive one year training programme in modern micro-computer technology.
The successful applicant will be required to commence duty on 1st September 1984, or as soon as possible thereafter.
Applications and further details from the Deputy Chief Administrative Officer at the College, to whom completed applications should be returned by 15th August 1984. 220026 (08870)

KENT
COUNTY COUNCIL
EDUCATION COMMITTEE
SOUTH KENT COLLEGE OF TECHNOLOGY
Department of Business Studies
LECTURER GRADE I in Travel and Tourism and French, and LECTURER GRADE I in Business Calculations and Numeracy (2 POSTS) required for 1st September, 1984 or as soon as possible.
Salary scale: £5,649 - £9,735 (under review).
Further details and application forms from: The Principal, South Kent College of Technology, Shorncliffe Road, Folkestone, Kent CT20 2NA. Tel: (0303) 56661.
Closing date for applications: Monday, 20th August, 1984. (09697) 220026

LANCASHIRE
COUNTY COUNCIL
An Equal Opportunities Employer
RUNSHAW TERTIARY COLLEGE
Langdale Road, Leyland
Required 1st September, 1984.
TWO POSTS
LECTURER I - ENGLISH 'O' LEVEL LANGUAGE AND COMMUNICATION
LECTURER I - SECRETARIAL STUDIES
Forms/further details from/to The Principal at the College. (SAE please)
Closing date: 16th August, 1984. (09017) 220026

LIVERPOOL
EDUCATION COMMITTEE
LECTURER in LANDSCAPING/HORTICULTURE
Scale 1 £5,649 - £9,735 (under review)
CHILDWALL HALL COLLEGE OF FURTHER EDUCATION
Childwall Abbey Road, Liverpool L16 0JP
The post involves teaching Landscaping and Horticulture to NVQ trainee in YTS programmes offered by the College and other sponsors. The applicant will be expected to accept overall responsibility for Landscaping/Horticulture in the College, and for the future development of this subject.
Further details and application forms available (SAE) from the Principal at the College. To be returned by 15 August 1984.
The City Council is an Equal Opportunity Employer and welcomes applications irrespective of race, sex, marital status or disability. (08231) 220026

NORFOLK
NORFOLK COLLEGE OF ART AND TECHNOLOGY
Required for 1 September 1984 or as soon as possible thereafter.
LECTURER GRADE I IN BUILDING CRAFTS
Required to teach, primarily, Lather, Wood Trades, Trowel Trades or Painting and Decorating. Should be able and willing to teach the craftsman levels of the apprenticeship scheme in addition to a range of courses from Craft to Youth Training Schemes.
Salary scale: £5,649 - £9,735 per annum (Current Burnham Scale - under review)
Application forms and details obtainable from the Chief Administrative Officer at the College, Tennyson Avenue, King's Lynn, Norfolk on receipt of request with stamp. (080451) 220026

NOTTINGHAMSHIRE
COUNTY COUNCIL
BASFORD HALL COLLEGE OF FURTHER EDUCATION
An equal opportunities employer
LECTURER Grade I £5,649 - £9,735 (pay award pending)
BRICKWORK
Required for 1st September, 1984, or as soon as possible thereafter, to join a team of lecturers who teach all aspects of Brickwork to craft and advanced students. Applicants should possess at least City and Guilds Advanced Craft Certificate in Brickwork and Full Technological Certificate or its equivalent. Teaching experience is desirable, together with suitable industrial experience.
Entry point on the salary scale according to qualifications and experience.
Application forms and further particulars are obtainable from the Principal at the College, Stockhill Lane, Nottingham, NG6 0NB. Tel: (0602) 704541, to whom completed forms should be returned by 17th August, 1984. (08222) 220026

OXFORDSHIRE
COUNTY COUNCIL
RYCOTEWOOD COLLEGE
Thame OX9 2AF
Lecturer Grade I in MANAGEMENT STUDIES FOR THE SMALL BUSINESS
Rycotewood College educates Engineers for Agriculture and Amenity/Makers of handmade furniture. Levels of work are up to Technician grade at BTEC National Diploma and Higher National Diploma and DATEC National Diploma. National Certificate and Higher National Certificate.
Candidates should have a sound knowledge of Small Business Management and be able to lecture to students most of whom will aim to become self-employed or managers of small businesses.
Applications are invited from persons with appropriate qualifications and experience.
Salary: £5,649 - £9,735 (under review).
Application forms and further particulars available from The Principal, SAE please. (08260) 220026

LONDON
INNER LONDON EDUCATION AUTHORITY
LONDON COLLEGE OF FURNITURE
41/71 Commercial Road, London E1
Tel: 01-247 1935
DEPARTMENT OF FURNISHING AND INTERIOR DESIGN
LECTURER GRADE I IN UPHOLSTERY required to teach theory, craft and industrial practice in courses at various levels. Practical experience is required in both modern and traditional upholstery, preferably with a knowledge of textiles, floor coverings or soft furnishing as well. Teaching experience is desirable but not essential.
Salary: On an incremental scale within the range £5,649 - £8,735 (Plus £987 Inner London Allowance). Starting point depending on qualifications, training and experience.
Further details and an application form may be obtained from the Senior Administrative Officer at the College.
ILEA is an equal opportunities employer. (09015) 220026

LUTON
LUTON COLLEGE OF HIGHER EDUCATION
Park Square, Luton
DEPARTMENT OF BUILDING
Applications are invited for the post of LECTURER I in the Technician Studies Section to start 1st September, 1984. Teaching duties will include Building Technology, Planning Organisation and Procedures, at Technician Certificate Level.
Salary Scale: £5,649 - £9,735 (under review).
Details & Application Form from: Assistant Director, LCES, Putteridge Bury, Hitchin Rd., Luton LU2 8LE. Tel: (0582) 34111, Ext. 740. (Bedfordshire C.C. is an equal opportunity employer). (08269) 220026

ROTHERHAM
METROPOLITAN COUNCIL
ROTHERHAM COLLEGE OF ARTS AND TECHNOLOGY
Eastwood Lane, Rotherham S65 1EG
(Tel: Rotherham 62111, Ext. 205)
Required for 1st September or as soon as possible thereafter TEMPORARY LECTURER I (LITERACY AND COMMUNICATIONS) (Salary £5,649 - £9,735 under review) to cover for maternity leave from September, 1984. Applicants should be teacher-trained and have experience of working with young people with special educational needs.
Closing Date: 17th August, 1984.
On receipt of a s.e.e. further details of the post can be obtained from the Principal at the above address, to whom completed applications should be submitted.
G. Crane, Acting Director of Personnel Resources. (09485) 220026

University Appointments

UNIVERSITY OF LONDON

SCHOOL OF ORIENTAL AND AFRICAN STUDIES
(University of London)
EXTRAMURAL DIVISION

A part-time teacher of English as a Foreign Language is required from early October 1984 to work for 4 hours per week with overseas students.

Applicants should hold a degree of a British University or recognised equivalent and qualifications and experience in TEFL.

Letters of application should be forwarded together with a curriculum vitae and the names of two referees, one of whom should be academic, to arrive not later than 27 August 1984 to: P.A. Whittaker, Assistant Organiser, Extramural Division, School of Oriental and African Studies, University of London, Malet Street, London WC1E 7HP (Tel: 01-637 2388, Ext. 2097/5791). (09837) 280000

WATFORD COLLEGE
require as soon as possible

PRINCIPAL LECTURER

IN ELECTRONIC & COMPUTER ENGINEERING

Salary (under review):
Principal Lecturer £12,619-£13,938 (bar)-£15,744 per annum

Applications are invited from appropriately qualified candidates with recent industrial and teaching experience to take responsibility for the development of new and existing courses in Electronic and Computer Engineering.

Assistance may be given with household removal expenses.

Further details and application forms available from the Chief Administrative Officer, Watford College, Hempstead Road, Watford, Herts. WD1 3EZ. (Tel: Watford 41211, Ext. 56). (0813)

Surrey Education Committee
GUILDFORD COUNTY COLLEGE OF TECHNOLOGY
Stoke Park, Guildford, Surrey GU1 1EZ
Department of Commerce

Temporary Full-time Lecturer II in Management Studies

Required for September 1984, or as soon as possible thereafter.
To teach management subjects on courses up to final professional level and on the management short course programme; also to assist in the production of open learning materials.
Salary: Lecturer II scale £7,215-£11,688 plus £258 fringe area allowance. (Salaries under review)
Further details and application forms available from the Principal (S.A.E. requested). Closing date — Friday 17th August 1984.

DEPARTMENT OF HOTEL & CATERING STUDIES

Temporary Full-time Lecturer I in Distribution Studies

(Period of appointment 1st September 1984 — 31st August 1985)
To teach mainly on YTS courses. Applicants should be well-qualified with appropriate experience in the Retail Industry.
The Department provides 'off-the-job' training for "Large Company" Managing Agents, such as J Sainsbury plc, Marks & Spencer PLC, Boots Co Ltd, and a local agency, Guildford Educational Services.
Salary — Lecturer I scale £5,649-£9,735 plus £258 fringe area allowance. (Salaries under review)
Applications to be in writing, enclosing a full C.V. (no application forms at this stage) and to be returned as soon as possible to Mr K Mercer, Head of Department of Hotel and Catering Studies. (1807)

Colleges of Higher Education

Other Appointments

DIOCESE OF LEICESTER

CHAPLAINCY TO LOUGHBOROUGH CAMPUS

Senior Chaplain required to work with existing colleagues to develop ministry to Loughborough University, Loughborough College of Art and Technical College.

Applications are invited from experienced deaconesses, lay workers and priests licensed within the Anglican Communion.

Initial enquiries to: The Chairman, Chaplaincies Committee, Student Counselling Service, University of Technology, Loughborough, Leicester LE11 3TU. (09699) 340026

College of St. Mark & St. John

Temporary Lecturer 1: Overseas Education Centre

£5649-£9735 (award pending)

Applications are invited for a temporary one year post. Applicants should have extensive experience overseas and should hold a post graduate qualification in Applied Linguistics, TEFL, or a relevant aspect of education. Experience in teaching English & Study Skills at all levels would be an advantage as would teacher training experience and knowledge of aspects of education in developing countries.
Closing date for applications 17th August.
Previous applications for a post in the Overseas Education Centre will be automatically reconsidered.
For further details and application forms write or telephone to: Director, Overseas Education Centre, College of St. Mark & St. John, Derriford Road, Plymouth PL6 8BH. Tel: (0752) 777188 Ext. 310. (1909)

Social Work in Staffordshire

TEACHER

Burnham Scale 1 plus an Extraneous Duty Allowance of £2,451 per annum and an Approved School Allowance of £1,056 per annum.
A full-time teacher is required to teach Science and Mathematics to CSE level.
The post is available at Riverside, Doveleys, near Rocester, Uttoxeter which comprises of a Community Home School, an Observation and Assessment Centre and an Intermediate Treatment Unit.
To arrange an informal discussion and/or visit please contact Mr J. Goldie, Officer-in-Charge. Telephone Rocester 590214.
For an application form and further details apply to: The Director of Social Services, 69 Foregate Street, Stafford.
Closing date: 13th August 1984.
All applicants are asked to note that it is the County Council's view that it is desirable for their employees to be members of an appropriate Trade Union. (1906)

STAFFORDSHIRE SOCIAL SERVICES
69 Foregate Street, Stafford ST16 2PY.
Telephone 0785 3121 Ext. 7143

MINISTRY OF DEFENCE

Physics

KENT

Duke of York's Royal Military School, Dover

Independent Boarding School

470 BOYS 11-18 (Re-Advertisement)

As a result of a developing curriculum within the Science Department an additional member of staff is required from January or September 1985 to teach Physics up to at least 'O' Level standard and also to play an active part in the development of Technology and/or Micro Electronics courses.
The post is seen as an ideal opportunity for a recently qualified Physics Teacher who will have a relevant specialisation to establish himself/herself in these important areas.
Ability to coach at least one of the major sports would be desirable. Candidates must be prepared to commit themselves fully to Boarding School life. Both single and married accommodation is available at a fair rent.
Salary — Burnham Scale 1 plus a pensionable Boarding School Allowance. Application forms from the Headmaster (Tel 0304 203023 Ext 26), Duke of York's Royal Military School, Dover, Kent, CT15 5EQ. The Civil Service is an Equal Opportunities Employer. AW1646.

Adult Education

COUNCIL FOR EDUCATIONAL TECHNOLOGY GISBEN LEARNING UNIT

LEARNING LINKS PROJECT

PROJECT OFFICER

Gillingham, Kent

Salary £9,645

A Project Officer is required to manage an educational information service for the unemployed in the Medway towns and to developments of the CET LEARNING LINKS project. He/she will be working with a team of part-time LEA staff.

Starting date: ASAP.

Applications by August 25th to the Officer Manager, CET, 280 Gravesend Street, London W1N 3BA. For further details ring 01-636 4186. (09886) 380000

Youth and Community Service

CORNWALL

DIOCESE OF TRURO

The Board of education is seeking applications from persons with appropriate training and experience for the post of

DIOCESAN YOUTH OFFICER

This is a full-time post and both priests and lay persons will be considered. A house or caravan is to be provided. The salary will be equivalent to that of an incumbent with additional expenses.

Further details and application form on receipt of SAE from the Reverend Canon Peter E. Tidcomb, M.A., Diocesan Director of Education, Diocese of Truro Board of Education, St. Kew House, Kenwyn, Truro TR1 3DU.

N.B. This is a re-advertisement and previous applicants should re-apply. (09788) 440000

DORSET

YOUTH SERVICE

Applications are invited from suitably experienced and qualified persons for the post of LEADER in charge at the Bourne Youth Club, Nr. Christchurch.

This Club is due to open in a new purpose built Youth Centre situated close to the New Forest in early 1985.

Salary JNC Range 3, £7,710 - £8,646 (Pts 2 - 6) with removal/disturbance expenses.

Application forms and details from the Staffing Officer, Education Office, Portman House, Richmond Hill, Bournemouth BH2 6ER, on receipt of s.a.e. (08683) 440000

HERTFORDSHIRE

CASSIO COLLEGE OF FURTHER EDUCATION YOUTH & COMMUNITY SERVICE DEPARTMENT

Applications are invited from suitably qualified and experienced youth & community workers for the position of full-time worker in the Watford area.

The salary range is JNC 3S £7,710 - £8,646 plus the appropriate graduate and London allowance.

Further details and application form from: Mr P. Crocker, Head of Department, Cassio College Annexe, Percy Place, Watford, Herts. Tel. Watford 31451. Completed application forms to be returned by 31 August 1984. (09008) 440000

KENT

COUNTY COUNCIL EDUCATION DEPARTMENT TONBRIDGE AND MALLING DIVISION YOUTH AND COMMUNITY SERVICE C/O HOLMESDALE SCHOOL SNODLAND YOUTH WING Malling Road, Snodland, Kent ME6 5HS TEACHER/LEADER

Qualified Teacher with suitable Youth Work experience required for the Teacher/Leader post at Holmesdale School, Snodland, Kent.

The appointment is from 1st January, 1985.

Salary Burnham Scale 3.

For further details and application forms apply to the Divisional Education Officer, 123 High Street, West Malling, Kent ME19 6QE Tel: West Malling 842939 ext. 64.

For an informal appointment contact Mr. C. Rowe, Divisional Youth and Community Services Officer (Ext. 64).

Closing date for applications Friday September, 14th 1984. (08510) 440000

LANCASHIRE COUNTY COUNCIL

An Equal Opportunities Employer

Re-Advertisment

BLACKBURN AND DARWEN DISTRICT YOUTH TEAM

Required 22nd October, 1984

SCALE 1 - J.N.C. RANGE 3 (1-5)

DISTRICT YOUTH WORKER

Experienced and qualified Youth Worker for a post which will involve development work predominantly with girls from the Asian community. The ability to speak Urdu and/or Gujarati an advantage.

Forms/further details from/to District Education Officer, Education Offices, Town Hall, Blackburn. (SAE please).

Closing date: 16th August, 1984. (09019) 440000

NORTHUMBERLAND

EDUCATION DEPT. YOUTH & COMMUNITY WORKER

JNC Range 3 £7485 - £8415 p.a.

Ashington YMCA, focal point in community and offers wide range of facilities and interests for all ages. Post supported by active Board of Management and small MSC workforce.

Application forms, returnable 9 August, and job description from Assistant Secretary, YMCA, General Office, Ashington, Northumberland NE63 9JZ. Tel: (06632) 440000

WARWICKSHIRE

WELLESBOURNE YOUTH CENTRE Wellesbourne, Warwick

Applications are invited from suitably qualified and experienced persons for the post of District Youth Worker (salary JNC Range 3 £7,485 - £8,415 - pay award pending) for South East Warwickshire. The district comprises the town of Kinson and the surrounding villages, including Wellesbourne.

Application form and further details available from the Central and Southern Area Education Office, (Ref. CAO/JML), 22 Northgate Street, Warwick CV34 4SR. (Enclose s.a.e.). Closing date 24th August 1984. (09688) 440000.

LONDON

INNER LONDON EDUCATION AUTHORITY YOUTH WORKERS JNC Salaries and conditions

Salary scales including London allowance:

Scale 2: £7,035 - £8,697
Scale 3H: £8,168 - £10,170
Unqualified: £5,649 - £6,270.

Appointments will be to the service of the Authority, with secondment for posts 1, 2 and 3.

Assistance may be given towards household removal expenses.

Closing date 17 August 1984.

1. ALL STARS YOUTH CLUB Harrow Road, London W9

Salary scale 2

Assistant Youth Worker required for this popular and prestigious boxing club in well-equipped premises.

There is enormous scope for the development of youth work - especially in the daytime, with the unemployed, with young women and with other groups.

This post is an innovatory one, and the worker would be expected to enjoy a challenge, to have good organisational ability, to have sound administrative skills and to be able to work alongside the work of the senior worker.

Details and forms from Westminster Youth Office, 11 Westbourne Grove, W2 (stamped addressed foolscap envelope).

2. CENTRAL LONDON YOUTH PROJECT 28 Shelton Street, W2

Salary scale 3

As a result of major development programmes the CLYP will be providing from September 1984 a wide ranging youth service programme in the evening and holidays. The programme for 5 - 18 year olds includes recreation, games, disco, bands, music, rehearsals and recording studios, photography, guitar, drums, saxophone, bass, keyboards, studio engineering, computer studies and silkscreen etc.

Experienced youth worker required with organisational experience, an interest in developing and organising the youth service programme. The post involves holiday schemes and performance events.

Details and forms from Mrs Rita Herron, Camden Youth Office, 5 Camden High Street, NW1 0JH. (stamped addressed foolscap envelope). Tel: 01-388 8011.

3. NEW CROSS DETACHED PROJECT

Salary scale 3H

Urgently required a Senior Detached Youth Worker to continue the development of work with adolescents in the New Cross area. The successful applicant should be experienced and conversant with the needs of young people in inner city areas and those of ethnic minority groups.

He/she should be sensitive to the needs of girls and young women and the handicapped.

Should an unqualified worker be appointed to this post, an additional allowance of £750 will also be payable.

Details and forms from Tower Hamlets Youth Office, 138 Kingsland Road, E2. (stamped addressed foolscap envelope).

4. NORTH PADDINGTON BOYS CLUB

Salary scale 2

Assistant Youth Worker required to support the work of this established club, which includes sport, video, arts and crafts and social activities (involving girls on one evening a week). The worker needs to have good organisational ability, an interest in developing the work within the local community and in encouraging innovation. She/he will share managerial tasks with the senior worker. It would be an advantage to have experience in the management of a sports hall, and to be able to drive.

Details and forms from Lincoln Beaufill, Westminster Youth Office, 11 Westbourne Grove, W2 (stamped addressed foolscap envelope). Tel: 01-229 1585.

ILEA IS AN EQUAL OPPORTUNITIES EMPLOYER. (09016) 440000

Overseas Appointments

BAHAMAS

(Grand Bahama)

ST PAUL'S METHODIST COLLEGE

(11 - 17 age group)

Requires a Physics teacher for September 1984 to reach to 'O' Level.

Ability to introduce Computer Science an advantage.

Tel: Rattlesden (044 93) 7935. (09848) 460000

BELGIUM

ANTWERP ENGLISH PRIMARY SCHOOL AND KINDERGARTEN

(85 pupils 2 1/2 - 12 yrs)

Requires for September 2 classroom teachers for pupils aged 7 and 8. Small classes. Teachers seeking a first appointment considered.

For full details and application form please apply to European Council of International Schools, 18 Lavant Street, Petersfield, Hants GU32 3EW. Tel: 0730 68244. (08267) 460000

BENELUX

A capable head teacher is required for September or January, to take full charge of and running of an international primary school of 100 pupils. Overseas teaching experience desirable.

For further information please write to Box B, European Council of International Schools, 18 Lavant Street, Petersfield, Hants GU32 3EW. Tel: 0730 68244. (08268) 460000

CAIRO

Gain valuable teaching experience in a friendly private school. Class teachers for children 8 - 13. English headmaster and mostly English staff.

Ring for details and interview: 0705 826034. (08253) 460000

CANARY ISLANDS

COLEGIO HISPANO BRITANICO
Canary Islands

Requires teacher of Biology and Chemistry A level.

Replies asap to A.S. Dixon, C.M.B. Aptdo. 922 Arrecife de Lanzarote, Canary Islands, Spain. (09830) 460000

CHILE

ST JOHNS SCHOOL Concepcion, Chile

Requires for March 1985 primary school teachers. Interest in extra curricular activities essential.

Send cv to TCD Martin, Headmaster, St John English School, Av Pedro De Valdivia 1711, Casilla 884, Concepcion, Chile. (09807) 460000

DUBAI

UNITED ARAB EMIRATES

THE CAMBRIDGE HIGH SCHOOL

Required for September 1984 experienced graduate to teach to 'O' level History/Geography (main) and English (lady) in multinational co-educational school. Tax-free salary in the range £600 to £850 per month. Free shared accommodation and other benefits. Two year contracts renewable.

Write airmail with cv to Principal PO Box 3004, Dubai, U.A.E. Inform end of July, UK interviews in August. (09011) 460000

EGYPT

ST FATIMA SCHOOLS
Cairo, Egypt

Qualified English and Music teachers required to teach 12 year olds, commencing October. If interested please attend interview with Mr. Fouad Habib, with C.V. in London House, Mecklenburgh Square, London WC1N 2AB.

Interviews will be held and contracts written if accepted, between Monday 20th August and Thursday 23rd August from 9.am to 5.pm. (163971) 460000

EGYPT

English-run school in Cairo seeks Primary teachers, low salary but otherwise rewarding work.

Please send C.V., references and phone numbers to Box TES 00838, Priory House, St. John's Lane, EC1M 4BX. (08429) 460000

FINLAND

Infant school teacher required, beginning 1st September 1984 for Finnish children attending the English Playschool of Helsinki, Vilmanlinja App. 40 hours per week. Teacher will be assisted by a Finnish teacher.

Salary FIM 8600 per month, travel expenses paid to and from Finland. Accommodation arranged.

Send application latest August 20th 1984, giving details of experience, musical abilities, etc., recent photograph and copies of relevant certificates to: Mrs. Liisa Koskenjalka ss 9, 02-3570 Vilppula, Finland. Tel 358 34-43229. (09564) 460000

GERMANY

International language school seeks EFL teachers to work in Germany on a full-time basis starting September. Candidates should have a degree/teaching certificate, experience, knowledge of German not essential. Further training given. Guaranteed minimum salary is sufficient to cover basic living expenses and there is plenty of opportunity for private tuition.

Fare out plus first week's accommodation paid.

Please call 01-858 3031 for more details. (09693) 460000

GREECE

EFL Teachers for Greece, Athens, Thessaloniki. Tel: 827106. (07107) 460000

AGA KHAN MZIZIMA SECONDARY SCHOOL

DAR ES SALAAM

CURRICULUM SPECIALISTS IN

ENGLISH LANGUAGE (1 post)

MATHEMATICS (1 post)

AKMISS is one of the leading secondary schools in Tanzania with an enrolment of 700 boys and girls and courses up to Advanced level. The school is about to embark on a school improvement project expected to make a national impact. Two experienced educators are invited to join in this process.

Duties: To work with existing English/maths teachers at AKMSS on the development of teaching/learning materials for use within the school alongside the prescribed textbooks and syllabus. In addition, to take a light teaching load.

Qualifications: Graduate trained teacher with experience of curriculum development and of teaching overseas, preferably in East or Central Africa. Ability to motivate colleagues and communicate new teaching techniques essential.

Salary: An attractive salary package will be offered, in line with other similar overseas teaching appointments.

Benefits: Airfares, and a baggage allowance at start and end of contract. Fully furnished accommodation. Medical insurance. One month local leave per annum.

Contract: 2 years from 1 January, 1985 (English post), from 1 July, 1985 (maths post).

Applications should write enclosing (1) curriculum vitae, (2) contact phone number, (3) names of two referees, by 24 August, 1984 to Aga Khan Foundation (UK) – Ref: AKMSS post, 14–15 Great James Street, London WC1N 3DP. (1872)

LEEDS CITY COUNCIL
DEPARTMENT OF SOCIAL SERVICE

TEACHER (TWO POSTS)

Ref: TES/677

Burnham 1 plus £1,056 A.S.L.

Whinmoor Observation & Assessment Centre Skelton Lane, Leeds 14

Whinmoor provides for 36 boys who have difficult, disturbed or deliquent backgrounds with resulting social and educational problems.

Applications are invited from qualified persons who as members of a team of four will have full involvement in assessing the educational needs of boys and to teach general subjects at remedial levels.

Informal enquiries to Mr M. Blake. Tel. 892551

Application forms by writing, enclosing s.a.e. to Director of Social Service, Selectapost 9, Merrion House, 110 Merrion Centre, Leeds LS2 8QA

Closing Date: 20 days after the appearance of this advert.

LEEDS IS AN EQUAL OPPORTUNITY EMPLOYER. (1332)

County of Cleveland

EDUCATION DEPARTMENT

Youth and Community Worker £7,944-£8,877

A full-time Youth and Community Worker is required to manage the active Grove Hill Youth and Community Centre.

An ability to determine and respond to the needs of the community is essential. The successful candidate will be a member of an active and supportive area team of workers.

Assistance with removal and relocation expenses will be provided in approved cases. Temporary housing accommodation may also be available within the county area.

Application forms and further particulars are obtainable from: The County Education Officer, Education Offices, Woodlands Road, Middlesbrough, Cleveland TS1 3BN, to whom completed forms should be returned by 17th August, 1984.

We are an Equal Opportunities Employer. (1836)

PAPUA NEW GUINEA
INTERNATIONAL EDUCATION AGENCY

PRINCIPAL

Two positions exist for principals of schools of 600 pupils. ELA Beach International Primary School is situated in Port Moresby, and Bove International Primary School on Bougainville Island, Papua New Guinea. Both positions available January 1985.

Conditions of Service:
- 3 Year Contract Employment
- 24 per cent Gratuity
- Low Cost Accommodation
- Air Fares Every two years
- Education Allowance
- Removal Assistance

Applications should include:
- Full Personal Details
- Professional C.V.
- Personal Photograph
- References
- Names and Contacts for 2 Confidential Referees
- Telephone Contact Number
- Statement of Personal Education Philosophy

Applications to: Education Secretary, International Education Agency, P.O. Box 6874, Boroko, Papua New Guinea. Telephone: 253814 (BH) 258361 (AH) Telex: NE23062. Applications close 31st August 1984. (1871)

OVERSEAS APPOINTMENTS continued

GREECE

Female graduate/qualified teacher of English required for small, private English school, Athens. Opportunity to learn Greek. Summer June; part-time (extra hours possible). Live accommodation available. Interviews London/Sussex early August.

For further information write immediately with CV and SAE to 7 Mount Pleasant, Lewes, E. Sussex or Tel: 07916 6190. (09860) 460000

GREECE

Experienced T.E.F.L. teacher, British, for Western Greece. 38 hr/week = £8,000 drachmas plus accommodation plus bonus. Free September onwards.

Tel London 2293668 between 1 - 10 August. (09858) 460000

ITALY

Teachers of English needed (T.E.F.L.) experience preferable starting 1st October.

For details write immediately enclosing particulars, age, photo, and tel. no. to: The English Institute, Corso Solona 82 Siracusa, Italy. (08282) 460000

ITALY

AARI
Authorized school of English, also using English Teaching Theatre, requires experienced EFL teachers. Applicants should have a degree, Teaching Certificate, relevant experience teaching English to foreigners, some knowledge of Italian and the intervention of Rome or equivalent teaching diploma.

Salary: Lire 6,000,000 Italian lire net for eight month period (October to May). Passage paid from Britain.

Extras: arrangements can be made for optional free accomodation. Interviews will be held in London from August 6th to 28nd.

Write enclosing telephone number, full c.v., recent photograph, two references and photocopies of degrees to: The Director, Lord Byron College, c/o International Students House, 229 Great Portland Street, London W1N 5HD. (09861) 460000

WEST AFRICA

THE BRITISH SCHOOL OF LOME
Togo, West Africa

This newly opened school situated in delightful area on the West African coast urgently requires the following for September 1984.

Nursery trained teacher with at least 4 years teaching experience and a T.E.F.L. qualification to be responsible for establishing a small nursery unit. Duties include teaching mornings in the nursery and some T.E.L.P. to adults.

An enthusiastic and adaptable secondary English teacher with experience of G.C.E. exams to teach English, History and Geography up to the 11 - 16 age group.

Tel: 0393 638490 for further details.

Apply with letter of application, c.v. and two recent references to: 98 Priddens Road, Ferndown, E. Sussex. (09874) 460000

ITALY

Long established and professional language schools group in North Italy requires EFL Teachers. Must be professionally qualified (especially College of Education), speak Italian well and have TEFL qualifications and experience. To commence late September. EEC nationals only.

Tel: 03952 5076 for application form and brochure on terms of employment. (09415) 460000

ITALY

Qualified and experienced TEFL Teachers required for short contract work with groups and individuals from beginners up to advanced level. Candidates must be able to teach some business English in company training schemes. Teaching week 25 hours, salary in the region of 2550 per month. Return air fare paid. 4 month contract from September.

2. ITALY (Turin). Qualified TEFL Teachers required to work in company training schemes. Candidates must have previous experience of ESP work.

Teaching week 25 hours, salary 2600 per month. Return airfare paid. 10 month contract from September.

3. SWEDEN. Qualified TEFL teachers required for various posts, mainly teaching General English to adults and teenagers from January 1985, one post from September 1984.

Applicants for the above posts are required to attend interview in Salisbury in August.

Applications should be made in writing to this organisation, International Language Services, 14 Rollestone Street, Salisbury, Wiltshire, SP1 1DX. Tel: (Int. Code) 0722 331019 (09847) 460000

SPAIN

ZARAGOZA
ENGLISH
Young TEFL required to start in October.

Send recent photo and phone number. Write Mr Lait Pollds, Uplands House, 1 Ethnistone Rd., London SW16. (09849) 460000

SPAIN

Graduate with good command of Spanish required, for period October - May, to teach E.F.L.

CV and recent photograph to: The Principal, C.I.L., Ruanueva 25, 47001 Lugo, Spain. (07120) 460000

SPAIN

Vacancies for E.F.L. teachers, October 1984 to June 1985.

Apply by letter stating post, with full curriculum vitae, photograph, copy references and names of referees, to Euroschools, Reguiero 9, Vigo, Spain. Tel: (86) 291548. (09681) 460000

SPAIN

ALOHA COLLEGE
Costal Del Sol, Marbella
Infant and primary teaching posts starting Sept. 1984.
Music an advantage airfares paid.

Interviews 20th August, London Telephone(56) 784135/34 for details. Aloha College El Angel Nueva Andalucia, Prov. De Malaga, Spain. (08430) 460000

PORTUGAL

English teacher required. Experienced and enthusiastic to work in well equipped private Lang School. Oct - June.

For details Tel: 0206241143. (09009) 460000

TURKEY

Adana, S. Turkey

Teachers required for Sept. 1984. Qualification in English essential (C or L preferable). 11 - 18 age groups, 6 weeks winter and 6 weeks summer holidays. Air Travel, full social security and other benefits.

Apply with C.V., recent photo & copies of diplomas to: Elizabeth Ayas, Ozel Ayas Lisesi, Adana, Turkey. (09853) 460000

TURKEY

English teachers required for a language school starting in October, 1984. Applicants should have a certificate to teach English as a foreign student. Free furnished accomodation.

Written application with CV and a recent photo to PONO Gundeliu Sokak 45 Mertor-Istanbul-Turkey. (09993) 460000

SPAIN

Qualified teachers of English required in Spain: conversant with Spanish essential: send C.V. & photo to: Apdo. de Correos 122, Valladolid, Espagne. (08259) 460000

KENYA

GREENFIELDS INDEPENDENT SCHOOL
Nakuru
Re-advertisement
Wanted for September 1984.
1. Teacher for 8 year olds.
2. General subjects or Games, with non-examination Cookery for Secondary School.

C.V. and photograph to R. Aiban, 93 Glebe Road, Letchworth, Herts. Letchworth 71184. (09997) 460000

GREECE

EFL Teachers required for Greece, Sterra Athina English school, 11 Athinas Street, Kastoria 521000. Tel: 0467 27615 460000. (09831) 460000

SPAIN

Qualified teachers of English required in Spain: conversant with Spanish essential: send C.V. & photo to: Apdo. de Correos 122, Valladolid, Espagne. (08259) 460000

Posts Overseas

Kuwait

ESP Team Leader/Consultant
Kuwait Airways Corporation
Training Centre

Duties: To assess English Language Communication Skills training needs with KAC in cooperation with the different departments; to design, implement and write materials for ESP package courses and basic communication skills courses; to teach Kuwaiti employees English up to 12 hours per week; to be line manager of 3 ELT staff; to maintain resources including books, materials and equipment.

Qualifications: Candidates should be male, under 50 and have a British educational background, MA in Applied Linguistics and at least 5 years' relevant TEFL experience preferably in an ESP Industrial Language Context. Management experience desirable and knowledge of Arabic useful.

Salary: KD 7,440 rising to KD 7,800 in third year, tax free. (£1 = KD 0.3864 approx.)

Benefits: Free furnished accommodation, electricity and water; annual passage paid leave for postholder and his family; baggage allowance; school fees allowance; car loan; travel concessions; medical costs allowance; free dental treatment; membership of KAC club.

Contract: One-year contract renewable for a further year, guaranteed by the British Council, starting September 1984 or as soon as possible thereafter.

Closing date for applications: 14 August 1984.

Reference: 84 A 128 T.

Qatar

Teacher of English
The English Language Centre
British Council, Doha

Duties: To teach English as a foreign language at all levels from beginner to upper intermediate, for up to 24 contact hours per week. Some ESG work for local companies. Assistance with registration, testing, writing reports and syllabus development.

Qualifications: Candidates, male only, should be UK citizens, single and between the ages of 28-34. They should have a first degree, preferably in Modern Languages or English, with PGCE *(TEFL) or RSA Dip. TEFL. 4 years' TEFL experience is required, including 2 years overseas.

Salary: Year 1: QRS 5,900 per month tax free. Year 2: QRS 6,000 per month tax free. (Current rate of exchange £1 = QRS 4.80).

Benefits: Free furnished accommodation provided; 30 working days' leave per annum plus local public holidays; air fares paid at beginning and end of contract plus one return airfare to UK in mid-contract; free medical and dental treatment.

Contract: With the British Council for two years, from 1 September 1984.

Reference: 84 D 86 T.

Egypt

Post 1 Consultant (Universities)
Centre for Developing English Language Teaching (CDELT)
Ain Shams University, Cairo

Duties: As part of a team of 7 KELT officers to implement the curriculum outreach project for pre-service training in collaboration with provincial universities; in co-operation with Egyptian colleagues to oversee the curriculum materials already in use in the first and second year programmes; to advise on the third and fourth years courses; to conduct informal (workshop) training of local staff and to assist in whatever additional duties the CDELT team leader deems necessary, eg research, conferences and other team activities.

Special Qualifications: MA in Applied Linguistics and 10 years' experience of teaching at university level, at least partly overseas, including testing and teaching training. A willingness to travel outside Cairo is essential. A knowledge of Arabic an advantage.

Salary: £11,061-£15,311 per annum.

Overseas Allowances: NII-£1,297 depending on salary level and marital status.

Reference: 84 K 10 T.

Post 2: Consultant (Postgraduate Training)
Centre for Developing English Language Teaching (CDELT)
Ain Shams University, Cairo

Duties: As part of the above team to be responsible, with Egyptian colleagues, for planning coordinating and teaching within an ongoing professional diploma programme for advanced graduate teacher trainers and supervisers. Working closely with Egyptian colleagues, to reinstate an MA in TEFL; to supervise and counsel postgraduate students; to produce relevant materials and to assist in whatever additional duties the team leader deems necessary.

Special Qualifications: MA in Applied Linguistics. A minimum of 5 years' experience in teacher training at university level and in supervising research are essential. An interest in teacher evaluation and counselling desirable. Knowledge of Arabic an advantage.

Salary: £11,061-£15,311 per annum.

Overseas Allowances: NII-£1,297 pa depending on salary level and marital status.

Reference: 84 K 11 T.

Qualifications: All candidates must be UK citizens, preferably aged 30-45, with a British educational background. They should have an honours degree plus a one year postgraduate qualification in TEFL, preferably an MA in Applied Linguistics, and 5 years' experience of writing materials for English teaching in primary schools, preferably in Africa.

Salary: £11,061-£15,311 per annum.

Benefits: Salary free of UK income tax; free family passages; children's education allowance and holiday visits; free medical scheme, baggage allowance; paid leave; employer's contribution to a recognised superannuation scheme or an allowance of 11% of salary in lieu.

Contract: will be for 2 years with the British Council.

Closing date for applications: 22 August 1984.

Reference: 84 K 64 T.

Pakistan

Director of Studies
National Academy of Higher Education, Islamabad

This is a 6-month consultancy.

Duties: To direct an in-service training diploma course in the teaching of English as a foreign language. The course would cover the various fields involved in the area of ESL/EFL.

Special Qualifications: 3 years' relevant experience overseas is essential. A knowledge of the Indian sub-continent is desirable.

Salary: £11,061-£15,311 per annum.

Overseas Allowances: NII-£1,037 pa depending on salary level and marital status.

Reference: 84 K 62 T.

Zimbabwe

EAP Course Design Adviser
Communication Skills Unit
University of Zimbabwe, Harare

Duties: To carry out needs analyses, to design, produce and select materials for English courses for students in the first and second years of the faculties of Engineering and Medicine; to pilot, evaluate and revise such materials and teach as appropriate to the programme's development in cooperation with the existing Communication Skills Unit staff; to carry out other duties as necessary in agreement with the University.

Special Qualifications: Candidates must have an MA in Applied Linguistics and at least 5 years' experience of ESOL overseas including experience of ESP course design and implementation, preferably with a bias towards EAP/EST.

Salary: £11,061-£15,311 per annum.

Overseas Allowance: NII-£1,560 pa depending on salary level and marital status.

Reference: 84 K 63 T.

General Qualifications for KELT posts: Candidates must be UK citizens with British educational background and have a degree or equivalent teaching qualification including TEFL or educational qualification plus a postgraduate qualification in TEFL or Applied Linguistics; at least 5 years' experience of which two should be overseas.

Benefits: Salary free of UK income tax; variable overseas allowance; free family passage; children's education allowance and holiday visits (except Pakistan); free furnished accommodation; outfit allowance; medical scheme; baggage allowance; paid leave; employers contribute to a recognised superannuation scheme or an allowance of 11% of salary in lieu.

Closing date for applications: 15 August for Egypt and Zimbabwe; 22 August for Pakistan.

Contract: will be for 2 years initially with the British Council, except for Pakistan.

The following post is funded under Britain's aid programme to developing countries.

South Africa

ELT Adviser to the Molteno Project
Rhodes University

The Molteno Project is a research project in curriculum development directed at teaching reading and writing skills in primary schools in both the mother tongue and in English.

Duties: To assist Molteno research staff in the development of ELT materials for teachers of primary school pupils in years 2-4, to take the second year English course and develop it through stages of expansion and reading supplementation to its final form and to continue the development of ELT materials with the third year.

Qualifications: All candidates must be UK citizens, preferably aged 30-45, with a British educational background. They should have an honours degree plus a one year postgraduate qualification in TEFL, preferably an MA in Applied Linguistics, and 5 years' experience of writing materials for English teaching in primary schools, preferably in Africa.

Salary: £11,061-£15,311 per annum.

Benefits: Salary free of UK income tax; free family passages; children's education allowance and holiday visits; free medical scheme, baggage allowance; paid leave; employer's contribution to a recognised superannuation scheme or an allowance of 11% of salary in lieu.

Contract: will be for 2 years with the British Council.

Closing date for applications: 22 August 1984.

Reference: 84 K 64 T.

Key English Language Teaching Scheme

The KELT Scheme is part of Britain's aid programme to developing countries

For further details and an application form, please write, quoting the post reference number to: Overseas Educational Appointments Department, The British Council, 90-91 Tottenham Court Road, London W1P 0DT.

The British Council

OVERSEAS APPOINTMENTS
continued

NEW ZEALAND

NEW ZEALAND EDUCATIONAL INSTITUTE (Regd.)
NATIONAL SECRETARY
The national secretary is the highest salaried permanent officer of the institute which is the union for 17,000 primary teachers. The appointee will be responsible for the administration of institute activities including negotiation with governments and employing authorities.
The position will be taken up early in the new year and applications will close 31 August 1984.
Further details are available from P.O. Box 466, Wellington, New Zealand. Phone: 04-849 689. (09046) 460000

NORTH AFRICA

THE BRITISH SCHOOL
Tripoli, Libya
Headmaster required for January 1985. The School provides an English education for the families of British and other foreign nationals living in Libya. There are currently 130 children aged 3 - 11 in the school which has a staff of 9. An excellent salary is offered together with generous allowances.
Further details can be obtained from G. Hardcastle, The Tall House, Royal Oak Lane, Hemingford Cambs., to whom applications should be made by letter with full c.v. Closing date, August 24. (09047) 460000

Sultanate of Oman

ENGLISH LANGUAGE TEACHER

The Royal Guard Brigade in the Sultanate of Oman require to appoint a qualified male junior English Language teacher (minimum age 25). The candidate must be British born and educated, with experience of teaching foreign students or TEFL qualifications, and must be able to drive.

Duties
The successful candidate, who will be responsible to the Senior Tutor, will be required to teach English to a class of 9 students from beginners to FCE level. Facilities include fully equipped classroom with language laboratory and video equipment.

Conditions
Fully-furnished, two bedroomed flat with free electricity and water. Free car with servicing and petrol. 60 days' annual leave to be taken in July and August. Air fares on appointment and for leave periods are free of charge to applicant between Oman and place of residence. Free medical facilities available.

Salary
Between Rials Omani 440 and 620 per month according to experience and qualifications. 20% gratuity 'two years' service. The initial contract (renewable) will be for a two year period.

Applications should be made in writing, with full CV, to the address shown below. Interviews will be held in London during August 1984, and candidates will be required to commence duties during the term in September.

CHARLES KENDALL AND PARTNERS LTD
7 Albert Court, Prince Consort Road
London SW7 2BJ (1326)

Administration Local Education Authority

BARNET

LONDON BOROUGH OF BARNET
EDUCATION DEPARTMENT
CAREERS OFFICER
Applications are invited from suitably qualified persons. Salary depending upon training and experience within Scale 5/6 £7,818 to £9,339 inclusive.
Application forms and further details available from Director of Educational Services, Town Hall, Friern Barnet, N11 3DL. Tel: 01-368 1255, Ext. 225. Ref: ADM/E/699. Closing date 10 August 1984.
We welcome applications from registered disabled people. (09995) 480000

NORFOLK

AREA CAREERS OFFICER (WEST)
Salary: S.O.1 £9,060 - £9,660
Experienced Careers Officer required for this senior management post in the County Careers Service.
The post is based at King's Lynn and the holder responsible for the organisation of the Service in the Western Area of Norfolk.
Essential Car User allowance is attached to this post.
Application forms and further particulars on receipt of s.a.e. from the County Education Officer, Room 5, Martineau Lane, Norwich NR1 2DL to be returned by 17th August, 1984. (08047) 480000

Somerset County Council

Somerset Education & Cultural Services Committee
CAREERS SERVICE

Applications are invited for the following posts:—

(a) SENIOR CAREERS OFFICER
(Training and Development)
Salary Grade P.O.1, range currently £10,242-£11,052
The successful candidate will be based at County Hall, Taunton and will be responsible to the Education Officer (Careers) for the planning, supervision and co-ordination of all aspects of careers officer and careers teacher in-service training; and for leading and monitoring the development of new psychometric and computerised guidance aids. He/she will also carry a small caseload of post 16 able students.

(b) SENIOR CAREERS OFFICER
Taunton and West Somerset
Salary Grade S.O.1, range currently £9,060-£9,660
The successful candidate will combine the role of deputy to the Area Careers Officer with a personal case load of post 16 able students.
Candidates for both posts should be qualified and experienced careers officers and for post (a) should preferably have an occupational psychology background together with a knowledge of computer developments in the careers field.
Further particulars and application forms are available from the Chief Education Officer, Staffing N.T. Section, County Hall, Taunton TA1 4DY. Stamped addressed envelope, please. Closing date: 17.8.84. (1308)

BOLTON METROPOLITAN BOROUGH

TEMPORARY CAREERS OFFICER
(2 POSTS)

Scale 4/6 £6,264/£8,712 per annum

Qualified Officers will commence on £7,191 per annum. Applicants should preferably be qualified Careers Officers holding the Diploma in Careers Guidance. The appointments will be for the duration of the maternity leave of two permanent members of staff.

Application forms and further details which are available from the Personnel Officer, Town Hall, Bolton BL1 1RU (Tel: 22311 Extns. 587 and 6105) should be returned by 13th August, 1984. Trade Union Membership is a condition of service.

An Equal Opportunity Employer (1698)

institute of social studies
the hague the netherlands

has a vacancy for a

SENIOR DESK EDITOR

who is required to manage a small but busy Publications Office.

The candidate must cope with a wide variety of publications in the fields of Development and Social Studies.

Requirements:
The candidate must be fluent in the English language (Dutch and other languages are a definite asset), and be conversant with all aspects of editing and the preparation of manuscripts for press.
The successful candidate will be expected to control the work of another editor, a secretary, and outside editors.

Salary:
In accordance with the scales applied at Dutch universities, dependent on qualifications and experience.

Applications accompanied by a curriculum vitae with the names of three referees should be sent before 1 September, 1984 to the Rector of the Institute of Social Studies, Badhuisweg 251, The Hague, The Netherlands. (1699)

Careers Officer
(Special Needs)
Scale 6/SO1 £8154 – £9660

A vacancy has arisen for a qualified Careers Officer to work in East Wight, based at Ryde Careers Office. The postholder will carry a reduced generic case-load in the island's maintained 13 – 18 comprehensive schools and will assume special responsibility for the handicapped young people in the island.
The post is already established but there is scope for development and preference will be given to applicants with some knowledge of work with the handicapped.
The successful applicant will be expected to become fully involved with all Isle of Wight Careers Service activities and developments.
Application form and further details are available from the County Personnel Officer, County Hall, Newport, IW. Closing Date: 17 August. (1340)

Isle of Wight County Council

City of Manchester
EDUCATION COMMITTEE

Continuing Education Branch — Careers Service

Principal Careers Officer
Salary scale: PO5 — £13725-£14709 (under review)

Applications are invited from qualified and experienced careers officers. The post carries responsibility for the administration, organisation and further development of a progressive Careers Service.
Varied activities in guidance, training and employment are carried out. A well developed computer system is in use. The successful candidate who should combine good organisational ability with an innovatory approach, will be expected to undertake new initiatives with both young and adult unemployment and guide developments in response to the needs of a multi-racial City with high levels of unemployment.
The City Council operates a Union Membership agreement under which a new employee is required to become a member of a recognised Union.
Application forms and further particulars are available from the Chief Education Officer, Education Personnel Office, Crown Square, Manchester M60 3BB, quoting Ref E1. Tel: 061-228 2191 Ext. 7315.
Closing date: 17 August 1984.
AN EQUAL OPPORTUNITY EMPLOYER (1223)

Tayside Regional Council

Education Department

CAREERS OFFICERS
(EMPLOYMENT) (2)

£6,618–£8,154 (Ref. 161/84)
Location: Dundee and Arbroath

The Careers Service in Tayside is now looking for dedicated, enthusiastic and preferably experienced Careers Officers to join a team of Careers Officers and Support Staff who are actively engaged in helping young people to find permanent jobs or places on the Youth Training Scheme. The minimum salary for experienced Careers Officers will be £7,404. If you feel you can meet our demanding requirements we want to hear from you. Applicants should specify preferred location. A job specification is available. Closing date for receipt of applications is Friday 17th August, 1984.
Unless otherwise specified, application forms for the above posts are available from and returnable to the Director of Manpower Services, 93 Commercial Street, Dundee – telephone Dundee 23281 Ext. 3891.
Removal and relocation expenses are available in certain circumstances for staff appointments.
Candidates of either sex may apply. (1339)

Careers Officer
(EMPLOYMENT DEVELOPMENT) LINCOLN S8 £7,191–£7,896

Required at Lincoln Careers Office, Park Street, Lincoln from 3rd September 1984. Applicants should preferably be qualified and/or experienced Careers Officers, including students who have recently completed, or will shortly be completing, DCG courses. Other applicants with appropriate industrial, commercial or professional backgrounds may also be considered.
The person appointed will be responsible for assisting young people to obtain employment, further education and/or training; for the development of the Youth Training Scheme, to meet the needs of young people primarily in Lincoln and the surrounding area and will also be required to work in Gainsborough as and when necessary. He/she will assist the other Careers Officers in the selection for and the follow-up and counselling of individual young people during their transition from education to employment and/or training.
Applicants must hold a current full driving licence and a casual user car allowance will be payable. Relocation expenses are reimbursable in appropriate cases up to a maximum of £1,061, excluding VAT to the successful candidate who is buying and selling a property.
This post is grant-aided by the Department of Employment and will be subject to review if the grant is withdrawn or modified.
Application forms and further details are available from: The Personnel Officer, County Offices, Lincoln. Tel: Lincoln (0522) 24482. Please quote ED514.
Closing date: 17th August 1984. (1336)

Lincolnshire County Council

ADMIN L.E.A.
continued

CALDERDALE METROPOLITAN BOROUGH COUNCIL
EDUCATION DEPARTMENT
CAREERS AND COMMUNITY OUTREACH WORKER
SALARY SCALE 4 (£6,264 - £7,005)
Applications are invited from persons suitably qualified or experienced in Careers, Youth Work or Teaching including those recently qualified. The post involves establishing contact with, and offering practical support to, mainly unemployed young people who may not receive the full benefit of traditional established service. The post is temporary until 31st March, 1987, and has a casual user car allowance.
Application form and further details obtainable (s.a.e.) from Chief Education Officer, Northgate House, Northgate, Halifax HX1 1UN whom completed forms should be returned by 17th August, 1984. (09957) 480000

HAMPSHIRE
EDUCATION COMMITTEE
CAREERS SERVICE
CAREERS ADVISER EMPLOYMENT AND EDUCATION LIAISON SCALE S/6 £7,191 - £8,712
Ref 6906
Required to work with the young unemployed, to undertake liaison with employers including the operation of Jobfinder Service and to be involved in the development of the Youth Training Scheme.
The successful applicant will be based in the Winchester District Careers Office.
For further details and application form please write to the Divisional Careers Office, Mansfield House, Nutfield Place, Portsmouth PO1 4JY enclosing a stamped addressed envelope or telephone Portsmouth 756932 quoting appropriate reference.
Returnable by Monday, 30th August, 1984.
Post No. CE/11/394. (08455) 480000

HERTFORDSHIRE
CAREERS SERVICE
CAREERS OFFICER (TVEI) - Hemel Stevenage from 1.9.1984
Applications are invited for this new post from 1.9.1984 to assist a Senior Officer (TVEI) responsible for guidance and information aspects of the pilot project in Stevenage. The duties will include extensive liaison with employers to obtain work experience placements, assistance in guidance work with associated schools and general Careers Officer work for approximately 80% of the time working alongside staff of the Divisional Careers Office.
Preference for qualified Careers Officers with experience of employment work.
Salary Scale 5 £7,191 - £7,896 plus award pending.
Details and application form from County Careers Officer, County Hall, Hertford (0992) 4242, Ext. 2587) to be returned by 17th August 1984. (08408) 480000

NORTH YORKSHIRE
COUNTY COUNCIL
CAREERS OFFICER
York
£6,264 - £7,896 (£7,191 after 2 years experience)
To be used in the York Area Careers Office which serves the area covering the City of York, Tadcaster, Easingwold and surrounding districts. Applicants should possess the Diploma in Careers Guidance and should preferably have some experience in the Careers Service. Current driving licence required.
Application forms (to be returned by 13th August 1984) and further details from the County Education Officer, Room 34 County Hall, Northallerton DL7 8AD. Stamped addressed envelope please. (08266) 480000

Administration General

BRISTOL
BRISTOL FOLK HOUSE
ADULT EDUCATION CENTRE
Registered Charity No. 301666
Require a Secretary Administrator with a commitment to Adult Education. The appointee will be responsible for the office work in a busy independently centre dealing personally with tutors, administration and servicing of courses including pre-retirement and general matters in consultation with the Director. Salary scale £5,640 - £6,135.
Applications with c.v. and two referees by 17th August. Interviews to take place on 7 September. Post to commence at earliest date in September.
Applications to: The Director, Bristol Folk House, 40 Park Street, Bristol BS1 5JG. (09003) 500000

Child Care

CUMBRIA
CEDAR HOUSE SCHOOL
Cockermouth
HEAD OF HOUSE is required in September for a unit of 8 boys and girls of secondary age who have emotional difficulties.
This is a senior position for a person with appropriate qualifications, experience in working with disturbed children, and the ability to manage staff.
Salary Scale: JNC - negotiable.
Hours: 48 per week.
ENQUIRIES Tel Headmaster - Tel: 0468 71181.
Applications (no forms) to The Headmaster, Cedar House School, Kirkby Lonsdale, via Carnforth, Lancs. (09010) 540000

EXPERIENCED, single person required September 1984, to run boarding house in small, disciplined, international independent boys School. Students 4 - 19. Ring 01-858 0698 for application form. (07138) 540000

Education Psychologists

GATESHEAD
METROPOLITAN BOROUGH COUNCIL
DEPARTMENT OF EDUCATION
EDUCATIONAL PSYCHOLOGIST
(£10,143 - £14,253)
Applications are invited for the above permanent post which will be vacant from 1st September, 1984.
Application form and further details are available from the Director of Personnel and Management Services, 7th Floor, Aidan House, Tyneside District, Sunderland Road, Gateshead NE8 3ZL, returnable by 13th August, 1984. (09884) 560000

GRAMPIAN REGIONAL COUNCIL
EDUCATION PSYCHOLOGISTS
Required for child guidance service in Elgin. (Ref. 583/84) Moray Division and in Aberdeen (Ref. 570/84) (temporary post during maternity leave). Candidates should be appropriately qualified and hold a post-graduate qualification in educational psychology. Salary £10,584 to £14,766.
Application forms (2 copies) from Director of Manpower Services, Woodhill House, Aberdeen AB9 2LU. Closing date August 20. (08057) 170000

STOCKPORT
EDUCATIONAL PSYCHOLOGIST
Scouleury Scale
(Starting salary will be determined by age and experience)
The successful candidate will join a team of Psychologists under the auspices of the Chief Education Psychologist.
Candidates should have an honours degree in psychology, appropriate teacher training, a minimum of two years teaching experience, post graduate training, and experience as an Educational Psychologist.
Application forms and further particulars obtainable from and returnable to the Director of Education, Town Hall, Stockport SK1 3XE. Tel: 061-480 4949, Ext. 318 by 14th August 1984. (09855) 560000

Ancillary Services

SUSSEX
MATRON
Required from September 1984 for Boys Independent Day and Boarding School of 130 pupils, of which approximately half are boarders.
This post would suit a woman, aged at least 35 years and over, possibly a widow or divorcee with no dependent relatives.
Please send c.v. to The Headmaster, Goring Hall School, Flex Way, Goring-by-Sea, Sussex BN15 4UX. (09005) 540000

LONDON
LONDON SUBURBAN Y.M.C.A. RESIDENCE
Seeks the services of a RESIDENTIAL WORKER who can offer Admin and Programme/Activity skills.
Salary in £5,000 - £7,000 range, deducts. for study-bedroom & Board.
Mature person with sense of commitment should apply with C.V. references etc. to Box No. TES 00935, Priory House, St John's Lane, EC1M 4BX. (09787) 550000

Miscellaneous

CHELTENHAM
HEALTH CLUB MANAGER (MALE)
Cheltenham
The successful applicant will be responsible for the running the club during the opening hours for men.
The position involves responsibility for staff management, general administration, liaison with members and management of the facilities and services provided. The primary responsibility, however, is for the promotion of membership. This requires a strong belief in the benefits of regular controlled exercise and an ability to communicate that belief clearly and enthusiastically. Good general appearance is also essential.
This is an ideal opportunity to move into the rapidly expanding field of commercial fitness and leisure facilities with a developing and highly professional company whose ambition is to set new standards. Salary circa £6,000.
In the first instance, please send C.V., covering letter and recent photograph to Mike Howarth, 2 Weston Way, Weston, Pavell, Northampton. 650000

ASSISTANT, EDUCATION REGISTRY
BBC DATA

The senior post in a team of four responsible for classifying, indexing and answering enquiries on documents generated by the Educational Broadcasting Departments in Radio and Television.
Education to 'A' level standard or good experience in classifying and indexing current documents, the ability to determine priorities and to liaise effectively with the users and the capacity to train and supervise junior staff is essential.
Salary £6,671 – £7,944. Based Central London, moving to Ealing early in 1985. Relocation expenses considered.
Contact us immediately for further details and application form (quote ref. 2715/TES and enclose s.a.e.) BBC Appointments, London W1A 1AA. Tel. 01-927 5799.
We are an equal opportunities employer
BBC (1801)

SCHOOL CURRICULUM DEVELOPMENT COMMITTEE
School Curriculum Industry Project (SCIP)

Central Team Member
Scale 4 (+ Inner London Weighting)

SCIP is a curriculum development project extending its work from September 1984 to 60 LEAs. In these LEAs SCIP consultants will be developing teachers' work with local industries across the curriculum.
Applications are invited to fill one remaining position in the Central Team of the Project.
The precise duties of the post are negotiable. The job will involve working from the London Office and supporting the work of the Southern group of LEA coordinators. Secondment from existing post possible.
Please write for further details and application form to: Mrs A. Stewart, SCDC, Newcombe House, 45 Notting Hill Gate, London W11 3JB. Tel: 01-229 1234.
Closing date August 24th 1984. (1324)

Educational Psychologists
(3 Posts)
Derbyshire County Council is seeking to make permanent appointments of fully qualified educational psychologists to these posts as soon as possible.
Post 1: Full-time, based in Buxton
This team of 3 psychologists uses regular visits to schools and the design and support of Individual Learning Programmes; together with in-service training as major elements of its service delivery. An ability to work in these ways, as well as by other forms of casework and statutory assessments, is essential.
Post 2: Part-time (0.8 FTE) based in Chesterfield
In the first instance the successful candidate is required to undertake generic work, covering the full range of service activities. The team of six psychologists emphasises regular visits, in-service training and consultation in its work with mainstream schools.
Post 3: Part-time (0.5 FTE) based in Ripley
The Ripley team covers the Amber Valley and Erewash Areas of Derbyshire and uses a wide range of approaches, with an emphasis on in-service training for teachers.
All three posts are permanent appointments. It would be possible for one person to apply for both part-time posts.
Lodgings will be required pending permanent appointments.
Applicants should possess an Honours Degree in Psychology, relevant teaching experience and post-graduate training in educational psychology.
Salary within the Soulbury Scales for Educational Psychologists – points 6-22 (£8,454-£14,253). Scales are paid pro-rata for part-time appointments.
Removal expenses and lodging allowance are payable in approved cases. Car loans are normally available.
Travelling allowance in accordance with the County Council's current scale for essential users.
Application forms and further details for the above posts (SAE please) may be obtained from the Director of Education, County Offices, Matlock, Derbyshire.
Closing date: 31 August 1984.
DERBYSHIRE COUNTY COUNCIL IS AN EQUAL OPPORTUNITY EMPLOYER.
DERBYSHIRE COUNTY COUNCIL

COVENTRY CITY COUNCIL
WOODWAY CENTRE
Project Leader (Education)
£7,404 pa
A qualified teacher is required to fill this new post for a minimum period of 6 months initially.
Woodway Centre is located in the North East of the city, and works on a day and evening basis with approximately 65 youngsters. Many on a day and evening basis with approximately 65 youngsters. Many of these have school related problems and a smaller number are at risk of going into Care as a result. A majority of the youngsters have been in trouble with the law.
The Centre aims to help these youngsters to remain in the community, where possible with their own families, and where this is not possible to relate care provided as closely as possible to the youngsters family and community.
The Project Leader (Education) will provide professional leadership in terms of the education component of the Centre's programmes, and will contribute to the design and operation of programmes generally.
For informal discussion, please telephone Bob Gregory or Ted Parsons, Coventry 612221/2.
Application forms and further particulars from the Director of Social Services, Council Offices, Coventry. Tel: Coventry 25555 ext. 2644.
Returnable by 13th August 1984. (1697)
an equal opportunity employer

METROPOLITAN BOROUGH OF Rochdale Education Department

An Equal Opportunity Employer
OPEN TECH UNIT
Rochdale Borough Council has recently made a successful bid to Manpower Services Commission for large-scale funding for a major innovatory project based on the new State Mill Education and Training Centre. The aim of the Open Tech Unit will be to develop open learning material for use by local industry and training and education agents.
A manager for the Open Tech Unit has recently been appointed. The Council is now seeking further appointments to the posts of:

TRAINING DESIGNERS
(Two posts) – Salary £12054 – £13443

COUNSELLOR
Salary £10683 – £12552

OPEN LEARNING TUTORS
(Two posts) – Salary £10683 – £12552

Application forms and further details are available on receipt of a foolscap stamped addressed envelope from the Chief Education Officer (Staffing Section), Education Department, PO Box 70, Municipal Offices, Smith Street, Rochdale OL16 1YD. Applications should be returned to that address by Friday 24th August 1984. Applicants should make it clear when returning their application forms which of the posts are subject of their application. (1335)

Outdoor Education

CLWYD
COUNTY COUNCIL

EDUCATION DEPARTMENT

RESIDENT INSTRUCTOR

NANT BWLCH YR HAEARN OUTDOOR EDUCATION CENTRE
Llanrwst

Salary Burnham Scale 1

Applications are invited from qualified teachers for a temporary period of 12 months only. Candidates should be well experienced and qualified in mountain leadership, canoeing, sailing and environmental studies.

For application forms and further details write to Director of Education (Room 334S) Education Department, Shire Hall, Mold, Clwyd. Closing date for receipt of application forms 24th August, 1984.

J.A. DAVIES, County Personnel and Management Service Officer. (08296) 680000

CORNWALL
Superbly appointed student field study activity centre. Tel: 0579 62388. (68463) 680000

DEVON
SKERN LODGE OUTDOOR ADVENTURE CENTRE
Enjoyment and Learning through Adventure. The full activity specialist courses and/or field studies. Open all year.
Prices from £6.50 per night.
THE REST: people, activities, equipment AND value with from 1:8 free places.
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CHIEF INSTRUCTOR
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Must have MLC & BCU qualifications and proven experience in residential centres, working with school children, YTS and adult groups.
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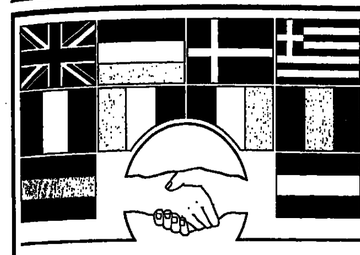

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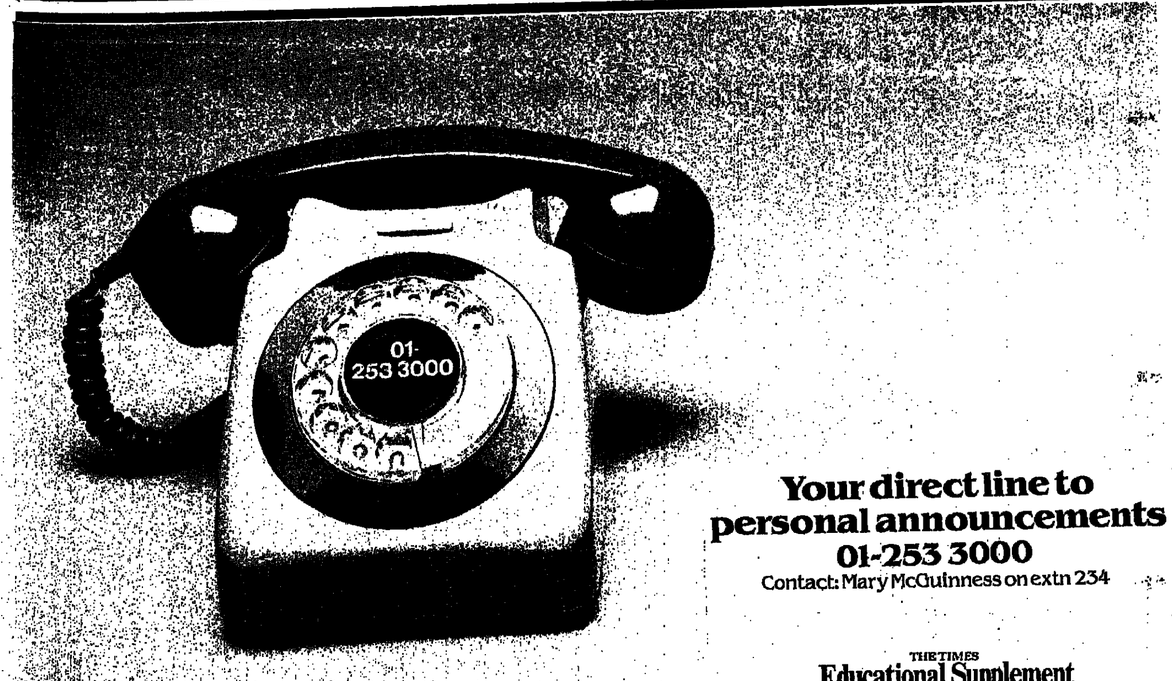

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